



Wednesday, May 29, 2024

Rocketship Public Schools National Board of Directors Meeting (2023-24 Q4)

Meeting Time: 4:30pm

Public Comment: Members of the public can make comment on off-agenda items at the start of the meeting, and on agenda items immediately preceding the board's discussion of each item. You will be recognized once the public comment time begins, and be permitted to make comment for a duration of up to 3 minutes.

Meeting Location: 2001 Gateway Place, Suite 230E San Jose, CA 95110

Teleconference locations:

198 W Alma Ave. San Jose, CA 95110
2960 Story Rd San Jose, CA 95116
1700 Cavallo Road, Antioch, CA 94509
370 Wooster Ave. San Jose, CA 95116
70 S. Jackson Ave. San Jose, CA 95116
2351 Olivera Rd, Concord, CA 94520
331 S. 34th St. San Jose, CA 95116
788 Locust St., San Jose, CA 95110
950 Owsley Ave. San Jose, CA 95122
1440 Connecticut Drive, Redwood City, CA 94061
3173 Senter Road San Jose, 95111
2249 Dobern Ave. San Jose, CA 95116
683 Sylvandale Ave San Jose, CA 95111
311 Plus Park Blvd Suite 130, Nashville, TN 37217
185 Spur Ridge Court, Healdsburg CA 95448
351 Linfield Dr, Menlo Park, CA 94025
1101 Gallatin Ave., Nashville, TN 37207
1198 Crestmont Drive, Lafayette, CA 94549
5 S Somerset Ave, Ventnor City NJ 08406
1221 Oriental Gardens Rd, Jacksonville, FL 32207
273 16th St., Jersey City, NJ
4732 Knoll Park Circle, Antioch CA 94531
228 Hamilton Ave, Palo Alto CA 94301
1670 Las Plumas Ave, San Jose, CA 95133
9112 Vendome Dr, Bethesda MD 20817
2215 Ewell Rd, Belmont, CA 94002
6768 Christiansted Lane, Nashville, TN 37211
1080 North 7th Street, San Jose, CA 95112
2066 Cowden Ave, Memphis TN 38104
809 Pico Ln, Los Altos, CA 94022
3413 W. Pacific Ave, Burbank, CA 91505
30 North 13th St San Jose CA 95112

1. Opening Items

- A. Call to order
- B. Public comment on off-agenda items

2. Consent Items

- A. Approve minutes from the March 6, 2024 meeting of the Board of Directors
- B. Reappoint Courtney Shenberg to the Rocketship Public Schools Audit Committee and the Rocketship Public Schools California Board Committee through the end of May 2026
- C. Reappoint Rajen Sheth and Hugo Castaneda to the Rocketship Public Schools Board of Directors through the end of May 2026
- D. Reappoint Yolanda Bernal Samano and Hugo Castaneda to the Rocketship Public Schools California Board Committee for the remainder of their term on the Rocketship Public Schools Board of Directors
- E. Reappoint Ruben Solorio to the Rocketship Public Schools California Board Committee through the end of May 2026
- F. Reappoint Rajen Sheth to the Rocketship Public Schools Achievement Committee for the remainder of their term on the Rocketship Public Schools Board of Directors
- G. Reappoint Ken Kumer and Rob Elliott as advisors to the Rocketship Public Schools Business Committee for a term of two years through May 2026
- H. Reappoint Brooke Stafford-Brizard as advisor to the Rocketship Public Schools Achievement Committee for a term of two years through May 2026
- I. Approve the Rocketship Public Schools Expanded Learning Opportunities Program (ELOP) Plan for all thirteen California Rocketship schools
- J. Approve the Prop 28 Annual Report for Fiscal Year 2023-2024 for all thirteen California Rocketship schools
- K. Ratification of the Rocketship Audit Committee approval the revised scope of work from CliftonLarsonAllen (CLA) for the FY24 Audit
- L. Approve Uniform Complaint Procedures (UCP)
- M. Approve Title IX Policy and Grievance Procedures

3. Information Items

- A. IRS Form 990 for Rocketship Education for fiscal year ending 6/30/23

4. Agenda Items

- A. LCAP Public Hearing
- B. Approve Resolution #2024-01: Declaration of Need for Fully Qualified Educators for Rocketship California Schools
- C. Staff Satisfaction/DEI Survey and Next Steps

5. Adjourn

THE ORDER OF BUSINESS AND TIMINGS MAY BE CHANGED WITHOUT NOTICE: Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice, provided that the Board takes action to effectuate such change.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting us at compliance@rsed.org.

SPANISH & VIETNAMESE TRANSLATION: If you need Spanish or Vietnamese audio translation in order to access the Rocketship Board meeting, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish or Vietnamese and would like us to translate to English for the Board, please send a request to compliance@rsed.org at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Rocketship, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.

Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a compliance@rsed.org por lo menos 24 horas antes del inicio de la reunión.



May 1, 2024

Rocketship Education
2001 GATEWAY PLACE 230E
SAN JOSE, CA 95110

Rocketship Education:

Enclosed is the organization's 2022 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2024 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT



CliftonLarsonAllen LLP
CLAconnect.com

ROCKETSHIP EDUCATION
FORM 990 INCOME TAX RETURN
FOR YEAR ENDED JUNE 30, 2023

DRAFT

IRS e-file Signature Authorization for a Tax Exempt Entity

Form 8879-TE

For calendar year 2022, or fiscal year beginning JUL 1, 2022, and ending JUN 30, 2023

2022

Department of the Treasury Internal Revenue Service

Do not send to the IRS. Keep for your records. Go to www.irs.gov/Form8879TE for the latest information.

Name of filer

ROCKETSHIP EDUCATION

EIN or SSN

20-4040597

Name and title of officer or person subject to tax MATTHEW SHAW CFO

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. Do not complete more than one line in Part I.

Table with 4 columns: Line number, Form type, Check box, and Amount. Includes rows for Form 990, Form 990-EZ, Form 1120-POL, Form 990-PF, Form 8868, Form 990-T, Form 4720, Form 5227, Form 5330, and Form 8038-CP.

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2022 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP to enter my PIN 22410. Enter five numbers, but do not enter all zeros.

as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

9540525902

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2022 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of Pub. 4163, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature DERRICK DEBRUYNE Date 05/01/24

ERO Must Retain This Form - See Instructions

Do Not Submit This Form to the IRS Unless Requested To Do So

LHA For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form 8879-TE (2022)

Return of Organization Exempt From Income Tax

Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

2022

Open to Public Inspection

A For the **2022** calendar year, or tax year beginning **JUL 1, 2022** and ending **JUN 30, 2023**

B Check if applicable: <input checked="" type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization ROCKETSHIP EDUCATION Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 2001 GATEWAY PLACE 230E City or town, state or province, country, and ZIP or foreign postal code SAN JOSE, CA 95110 F Name and address of principal officer: MATTHEW SHAW 2100 GATEWAY PLACE, STE. 230E, SAN JOSE, CA	D Employer identification number 20-4040597 E Telephone number 877-806-0920 G Gross receipts \$ 173,897,710. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: HTTPS://WWW.ROCKETSHIPSCHOOLS.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other		L Year of formation: 2006 M State of legal domicile: CA

Part I Summary

	1 Briefly describe the organization's mission or most significant activities: ROCKETSHIP EDUCATION IS A NATIONAL NON-PROFIT NETWORK OF PUBLIC ELEMENTARY CHARTER SCHOOLS	
Activities & Governance	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.	
	3 Number of voting members of the governing body (Part VI, line 1a)	3 20
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4 20
	5 Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5 1469
	6 Total number of volunteers (estimate if necessary)	6 350
	7 a Total unrelated business revenue from Part VIII, column (C), line 12	7a 0.
	b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b 0.
Revenue		
	8 Contributions and grants (Part VIII, line 1h)	Prior Year 132,656,808. Current Year 165,801,952.
	9 Program service revenue (Part VIII, line 2g)	0. 0.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	172,161. 681,804.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	6,097,139. 7,413,954.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	138,926,108. 173,897,710.
Expenses		
	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0. 0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0. 0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	81,532,687. 90,389,191.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0. 0.
	b Total fundraising expenses (Part IX, column (D), line 25)	555,659.
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	55,412,502. 68,224,563.
	18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	136,945,189. 158,613,754.
	19 Revenue less expenses. Subtract line 18 from line 12	1,980,919. 15,283,956.
Net Assets or Fund Balances		
	20 Total assets (Part X, line 16)	Beginning of Current Year 74,996,773. End of Year 251,235,558.
	21 Total liabilities (Part X, line 26)	22,037,389. 182,992,218.
	22 Net assets or fund balances. Subtract line 21 from line 20	52,959,384. 68,243,340.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer MATTHEW SHAW, CFO	Date
	Type or print name and title	
Paid Preparer Use Only	Print/Type preparer's name DERRICK DEBRUYNE	Preparer's signature DERRICK DEBRUYNE
	Firm's name CLIFTONLARSONALLEN LLP	Date 05/01/24
	Firm's address 2210 EAST ROUTE 66 GLENORA, CA 91740	Check if self-employed <input type="checkbox"/> PTIN P00591016
		Firm's EIN 41-0746749 Phone no. (626) 857-7300

May the IRS discuss this return with the preparer shown above? See instructions Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:
ROCKETSHIP EDUCATION IS A NATIONAL NON-PROFIT NETWORK OF PUBLIC ELEMENTARY CHARTER SCHOOLS SERVING LOW-INCOME COMMUNITIES WITH LIMITED ACCESS TO EXCELLENT SCHOOLS. FOUNDED IN 2006, ROCKETSHIP EDUCATION IS A 501 (C)(3) NON-PROFIT CORPORATION WHOSE MISSION IS TO ELIMINATE THE

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 134,463,459. including grants of \$) (Revenue \$ 7,375,049.)
ROCKETSHIP EDUCATION MANAGES, OPERATES, AND PROMOTES A NETWORK OF PUBLIC ELEMENTARY CHARTER SCHOOLS SERVING APPROXIMATELY 10,000 STUDENTS IN HIGH NEED COMMUNITIES. ROCKETSHIP EDUCATION DIRECTLY OPERATES SCHOOLS IN CALIFORNIA AND TENNESSEE WITH APPROXIMATELY 7,600 STUDENTS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 134,463,459.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	X	
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	X	
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	X	
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I.</i> See instructions		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

Table with 3 columns: Question number, Yes, No. Rows 22-38 covering various organizational requirements.

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with 3 columns: Question number, Yes, No. Rows 1a-1c regarding Form 1096, Forms W-2G, and backup withholding rules.

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No columns. Includes questions 2a through 17 regarding employee counts, tax returns, unrelated business income, foreign accounts, prohibited transactions, and charitable contributions.

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
	1a	20	
b	Enter the number of voting members included on line 1a, above, who are independent		
	1b	20	
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a	The governing body?	X	
b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O.		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done	X	
12c			
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official	X	
b	Other officers or key employees of the organization		X
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		
16b			

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed CA
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records
MATTHEW SHAW - 877-806-0920
2001 GATEWAY PLACE, 230E, SAN JOSE, CA 95110

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- See the instructions for the order in which to list the persons above.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) PRESTON SMITH CEO	40.00 5.00			X			324,947.	0.	18,816.	
(2) MATTHEW SHAW CFO	40.00 5.00			X			226,667.	0.	2,500.	
(3) LAMAR WADE CHIEF PEOPLE OFFICER	40.00				X		308,625.	0.	2,849.	
(4) MARICELA GUERRERO EXECUTIVE DIRECTOR, CALIFORNIA	40.00				X		261,505.	0.	14,357.	
(5) YUNGLYNN LIAO CHIEF TALENT OFFICER	40.00				X		245,712.	0.	20,001.	
(6) CHRISTOPHER MURPHY VP MARKETING & COMMUNICATIONS	40.00				X		236,730.	0.	15,007.	
(7) JOSH DRAKE VP NETWORK ADVANCEMENT	40.00				X		214,782.	0.	9,900.	
(8) LOUIS JORDAN BOARD CHAIR	2.00	X		X			0.	0.	0.	
(9) GREG STANGER BOARD SECRETARY	2.00	X		X			0.	0.	0.	
(10) ALEX TERMAN BOARD TREASURER	2.00	X		X			0.	0.	0.	
(11) DEJA GIPSON BOARD MEMBER	2.00	X					0.	0.	0.	
(12) DANIEL SANCHEZ BOARD MEMBER	2.00	X					0.	0.	0.	
(13) RAJEN SHETH BOARD MEMBER	2.00	X					0.	0.	0.	
(14) MICHELLE MERCADO BOARD MEMBER	2.00	X					0.	0.	0.	
(15) JUNE NWABARA BOARD MEMBER	2.00	X					0.	0.	0.	
(16) HUGO CASTANEDA BOARD MEMBER	2.00	X					0.	0.	0.	
(17) JULIE MILLER BOARD MEMBER	2.00	X					0.	0.	0.	

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(18) MALKA BORREGO BOARD MEMBER	2.00	X						0.	0.	0.
(19) YOLANDA BERNAL SAMANO BOARD MEMBER	2.00	X						0.	0.	0.
(20) DR DANIEL VELASCO BOARD MEMBER	2.00	X						0.	0.	0.
(21) MICHAEL FOX BOARD MEMBER	2.00	X						0.	0.	0.
(22) BRIAN KILB BOARD MEMBER	2.00	X						0.	0.	0.
(23) DEBORAH MCGRIFF BOARD MEMBER	2.00	X						0.	0.	0.
(24) JOLENE SLOTER BOARD MEMBER	2.00	X						0.	0.	0.
(25) DR RAYMOND RAVEN BOARD MEMBER	2.00	X						0.	0.	0.
(26) CHARMAINE DETWEILER BOARD MEMBER	2.00	X						0.	0.	0.
1b Subtotal								1,818,968.	0.	83,430.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								1,818,968.	0.	83,430.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization 127

	Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
RLCL ACQUISITION, LLC 3009 DICKERSON PIKE, NASHVILLE, TN 37207	STUDENT TRANSPORTATION	1,387,835.
THE STEPPING STONES GROUP LLC, 2586 TRAILRIDGE DR E STE 100, LAFAYETTE, CO	SPED CONSULTANTS	614,893.
MIGUEL HUERTA 7035 YORKTOWN DR, GILROY, CA 95020	LANDSCAPING AND MAINTENANCE	337,912.
ACACIA PARTNERS 2930 DOMINGO AVE #1404, BERKELEY, CA 34705	STRATEGIC PLANNING AND DEVELOPMENT CONS	329,688.
EDTHEORY, LLC, 6701 KOLL CENTER PKWY STE 250, PLEASANTON, CA 94566	SPEECH LANGUAGE THERAPY	298,756.

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization 14

SEE PART VII, SECTION A CONTINUATION SHEETS

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	159,766,496.				
	f All other contributions, gifts, grants, and similar amounts not included above ...	1f	6,035,456.				
	g Noncash contributions included in lines 1a-1f	1g	\$ 1,544,717.				
	h Total. Add lines 1a-1f			165801952.			
Program Service Revenue	2 a _____	Business Code					
	b _____						
	c _____						
	d _____						
	e _____						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)		681,804.			681,804.	
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	6a	(i) Real				
			(ii) Personal				
	b Less: rental expenses ...	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities				
			(ii) Other				
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a						
b Less: direct expenses	8b						
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19	9a						
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a						
b Less: cost of goods sold	10b						
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a MANAGEMENT FEE	611110	6,944,796.	6,944,796.			
	b MISC REVENUE	611110	363,966.	363,966.			
	c LOCAL REVENUE	611110	66,287.	66,287.			
	d All other revenue	611110	38,905.			38,905.	
	e Total. Add lines 11a-11d			7,413,954.			
12 Total revenue. See instructions			173897710.	7,375,049.	0.	720,709.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	687,049.		687,049.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	70,791,345.	62,034,900.	8,399,498.	356,947.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	7,164,625.	6,996,979.	167,646.	
9 Other employee benefits	8,056,611.	7,478,741.	520,415.	57,455.
10 Payroll taxes	3,689,561.	2,929,239.	760,322.	
11 Fees for services (nonemployees):				
a Management				
b Legal	819,499.		819,499.	
c Accounting	1,223,849.		1,223,849.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	20,648,510.	17,053,935.	3,528,120.	66,455.
12 Advertising and promotion	166,090.		166,090.	
13 Office expenses	3,945,690.	2,918,338.	1,010,194.	17,158.
14 Information technology	4,700,724.	3,732,236.	965,650.	2,838.
15 Royalties				
16 Occupancy	15,271,948.	15,108,416.	154,022.	9,510.
17 Travel	4,146,974.	1,841,027.	2,297,167.	8,780.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings	12,981.	3,202.	9,779.	
20 Interest	58,349.		58,349.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	230,778.	226,515.	4,263.	
23 Insurance	559,452.	503,676.	55,776.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a STUDENT FOOD SERVICES	5,569,923.	5,569,923.		
b INSTRUCTION MATERIALS	3,378,972.	3,371,671.		7,301.
c OVERSIGHT FEES	830,344.		830,344.	
d PRINTING AND POSTAGE	313,706.	202,327.	111,379.	
e All other expenses	6,346,774.	4,492,334.	1,825,225.	29,215.
25 Total functional expenses. Add lines 1 through 24e	158,613,754.	134,463,459.	23,594,636.	555,659.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)	
		Beginning of year		End of year	
Assets	1 Cash - non-interest-bearing	13,665,490.	1	11,773,588.	
	2 Savings and temporary cash investments	21,310,014.	2	41,700,785.	
	3 Pledges and grants receivable, net		3	849,000.	
	4 Accounts receivable, net	18,921,957.	4	29,754,914.	
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5		
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6		
	7 Notes and loans receivable, net	9,733,322.	7	8,366,269.	
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges	6,134,827.	9	3,881,557.	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 8,585,234.			
	b Less: accumulated depreciation	10b 2,913,368.	4,777,866.	10c	5,671,866.
	11 Investments - publicly traded securities		11		
	12 Investments - other securities. See Part IV, line 11		12		
	13 Investments - program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11	453,297.	15	149,237,579.	
16 Total assets. Add lines 1 through 15 (must equal line 33)	74,996,773.	16	251,235,558.		
Liabilities	17 Accounts payable and accrued expenses	10,164,608.	17	11,678,235.	
	18 Grants payable		18		
	19 Deferred revenue	5,669,362.	19	19,677,628.	
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties	1,450,296.	24	790,439.	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	4,753,123.	25	150,845,916.	
	26 Total liabilities. Add lines 17 through 25	22,037,389.	26	182,992,218.	
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.				
	27 Net assets without donor restrictions	52,609,384.	27	68,243,340.	
	28 Net assets with donor restrictions	350,000.	28	0.	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.				
	29 Capital stock or trust principal, or current funds		29		
	30 Paid-in or capital surplus, or land, building, or equipment fund		30		
	31 Retained earnings, endowment, accumulated income, or other funds		31		
	32 Total net assets or fund balances	52,959,384.	32	68,243,340.	
33 Total liabilities and net assets/fund balances	74,996,773.	33	251,235,558.		

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	173,897,710.
2	Total expenses (must equal Part IX, column (A), line 25)	2	158,613,754.
3	Revenue less expenses. Subtract line 2 from line 1	3	15,283,956.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	52,959,384.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	68,243,340.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1 Accounting method used to prepare the Form 990: Cash Accrual Other _____
If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.
- 2a Were the organization's financial statements compiled or reviewed by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b Were the organization's financial statements audited by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.
- 3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?
- b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a		X
2b	X	
2c	X	
3a	X	
3b	X	

Form 990 (2022)

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
 - a **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
 - b **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
 - c **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
 - d **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
 - e Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
 - f Enter the number of supported organizations
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2021 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2022. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2021. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2022. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2021. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2022 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2021 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2022. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2021. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

Table with 3 columns: Question, Yes, No. Row 11: Has the organization accepted a gift or contribution from any of the following persons? Sub-rows 11a, 11b, 11c.

Section B. Type I Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? Row 2: Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization?

Section C. Type II Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)?

Section D. All Type III Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided? Row 2: Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? Row 3: By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year?

Section E. Type III Functionally Integrated Supporting Organizations

Table with 3 columns: Question, Yes, No. Row 1: Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions). Sub-rows a, b, c. Row 2: Activities Test. Answer lines 2a and 2b below. Sub-rows a, b. Row 3: Parent of Supported Organizations. Answer lines 3a and 3b below. Sub-rows a, b.

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). See instructions.
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by 0.035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1	
2	Enter 0.85 of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - provide details in Part VI)	5
6	Other distributions (describe in Part VI). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	8
9	Distributable amount for 2022 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1	Distributable amount for 2022 from Section C, line 6		
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - explain in Part VI). See instructions.		
3	Excess distributions carryover, if any, to 2022		
a	From 2017		
b	From 2018		
c	From 2019		
d	From 2020		
e	From 2021		
f	Total of lines 3a through 3e		
g	Applied to underdistributions of prior years		
h	Applied to 2022 distributable amount		
i	Carryover from 2017 not applied (see instructions)		
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.		
4	Distributions for 2022 from Section D, line 7: \$		
a	Applied to underdistributions of prior years		
b	Applied to 2022 distributable amount		
c	Remainder. Subtract lines 4a and 4b from line 4.		
5	Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.		
6	Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.		
7	Excess distributions carryover to 2023. Add lines 3j and 4c.		
8	Breakdown of line 7:		
a	Excess from 2018		
b	Excess from 2019		
c	Excess from 2020		
d	Excess from 2021		
e	Excess from 2022		

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

DRAFT

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990 or Form 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Name of the organization

ROCKETSHIP EDUCATION

Employer identification number

20-4040597

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 exclusively for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	ARTHUR ROCK 415 MISSION STREET, SUITE 5700 SAN FRANCISCO, CA 94105	\$ 1,506,506.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
2	MCNULTY FOUNDATION CO ANDERSEN 1177 6TH AVE 18TH FL NEW YORK, NY 10036	\$ 25,110.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
3	KEN KUMER 2515 BUCKINGHAM PLACE BROOKFIELD, WI 53045	\$ 10,285.	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
4	HOME OF POTENTIAL AND EXCELLEN 4636 LEBANON PIKE #247 HERRIRAGE, TN 37076	\$ 20,004.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	CITY NATIONAL BA 525 SOUTH FLOWER STREET LOS ANGELES, CA 90071	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	REINHART BOERNER VAN DEUREN S.C. 100 NORTH WATER STREET SUITE 1700 MILWAUKEE, WI 53202	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	GREATER MILWAUKEE FOUNDATION 101 W PLEASANT STREET MILWAUKEE, WI 53212	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	SUNNYSIDE FOUNDATION 104 WOODMONT BLVD STE 310 NASHVILLE, TN 37205-2245	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	LOUIS JORDAN 1083 VINE STREET HEALDSBURG, CA 95448-5119	\$ 20,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
10	CHARTER FUND INC 10901 W. 120TH AVE, SUITE 450 BROOMFIELD, CO 80021	\$ 1,061,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
11	CITY FORWARD COLLECTIVE INC 111 W PLEASANT ST STE 101 MILWAUKEE, WI 53212	\$ 85,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
12	DANIEL SANCHEZ 11723 SE FLORIDA AVENUE HOBE SOUND, FL 33455	\$ 5,250.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
13	MCNULTY FOUNDATION 1177 6TH AVENUE 8TH FLOOR NEW YORK, NY 10036	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
14	DHW INSURANCE BROKERS 1211 NEWELL AVENUE STE 130 WALNUT CREEK, CA 94596	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
15	50CAN INC 1380 MONROE ST NW, #413 WASHINGTON, DC 20010	\$ 505,400.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
16	NADINE WIENCEK 1423 SCHLOEMER DR WEST BEND, WI 53095	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
17	ALEX TERMAN 165 TOWNSHIP LINE ROAD STE 1200 JENKINTOWN, PA 19046-3594	\$ 17,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
18	MR. & MRS. BRIAN D. KILB 16620 LOWER VALLEY DRIVE BROOKFIELD, WI 53005	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
19	JULIE MILLER 2215 EWELL RD BELMONT, CA 94002	\$ 6,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
20	HERITAGE BANK 224 AIRPORT PARKWAY SAN JOSE, CA 95110	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
21	SILICON VALLEY COMMUNITY FOUND - JOHN DANNER DAF 2440 WEST EL CAMINO REAL STE 300 MOUNTAIN VIEW, CA 94040	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
22	SILICON VALLEY COMMUNITY FOUND - THE MAGIC BEANS 2440 WEST EL CAMINO REAL STE 300 MOUNTAIN VIEW, CA 94040	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
23	MR. GREGORY S. STANGER & MRS. LISA STANGER 246 POLHEMUS AVENUE ATERTON, CA 94027	\$ 25,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
24	CRITES FAMILY CHARITABLE FUNDS 26311 ESPERANZA DRIVE LOS ALTOS HILLS, CA 94022	\$ 95,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
25	SOUND AND SIGNAL INC 277 RICKENBACKER CIRCLE LIVERMORE, CA 94551	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
26	ABIGAIL SPAULDING 2847 SUGAR TREE ROAD NASHVILLE, TN 37215	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
27	THE PNC FINANCIAL SERVICES GRO 300 FIFTH AVENUE PITTSBURGH, PA 15222	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
28	PATTI MARSHALL 301 W WISCONSIN AVENUE, SUITE 220 MILWAUKEE, WI 53203	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
29	SCOTT KAPP 3053 NORTH KENMORE AVENUE CHICAGO, IL 60657	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
30	TISBEST PHILANTHROPY 317 S BENNETT ST. STE 201 SEATTLE, WA 98108-2228	\$ 20,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
31	RAYMOND RAVEN 3610 BELLFIELD WAY STUDIO CITY, CA 91604	\$ 5,250.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
32	PRESTON SMITH 4163 PARTRIDGE DRIVE SAN JOSE, CA 95121	\$ 7,250.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
33	ASHLEY CHIRBAS 4209 202ND AVE SE SAMMAMISH, WA 98074	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
34	ALL ABOUT PEOPLE, INC. 4422 E INDIAN SCHOOL ROAD PHOENIX, AZ 85018	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
35	PERKINS MALO HUNTER FOUNDATION 520 BUTTERNUT DRIVE #8 PMB 605 HOLLAND, MI 49424	\$ 180,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
36	ROBERT P ELLIOTT AND ANN MARIE ELLIOT 6141 CHICKERING CT NASHVILLE, TN 37215-5001	\$ 6,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
37	DLA PIPER 6225 SMITH AVENUE BALTIMORE, MD 21209-3600	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
38	NORTHWESTERN MUTUAL FOUNDATION 720 EAST WISCONSIN AVENUE MILWAUKEE, WI 53202-4797	\$ 58,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
39	NATIONAL ALLIANCE FOR PUBLIC CHARTER SCHOOLS 800 CONNECTICUT AVENUE, NW STE 300 WASHINGTON, DC 20006	\$ 115,916.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
40	SILICON SCHOOLS FUND INC. 827 BROADWAY STE 300 OAKLAND, CA 94607	\$ 90,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
41	DAVID STANSELL 849 GLENDALE LN NASHVILLE, TN 37204	\$ 6,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
42	KAMILAH WILLIAMS-KEMP 8645 NORTH DEAN CIRCLE RIVER HILLS, WI 53217	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
43	STANLEY & JOLENE SLOTER FAMILY FOUNDATION 9112 VENDOME DRIVE BETHESDA, MD 20817	\$ 115,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
44	HENRY M. NEVINS 920 GARDEN STREET SUITE A SANTA BARBARA, CA 93101	\$ 123,480.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
45	DEBORAH MCGRIFF NORTH 44TH STREET MILWAUKEE, WI 53216	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
46	DAUBER FOUNDATION PO BOX 2884 CUPERTINO, CA 95015	\$ 40,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
47	JEROME HAROLD DEBS II IRA PO BOX 4521 NEWARK, DE 19714-4521	\$ 50,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
48	SAN JOSE PUBLIC LIBRARY FOUNDATION PO BOX 611540 SAN JOSE, CA 95161-1540	\$ 121,123.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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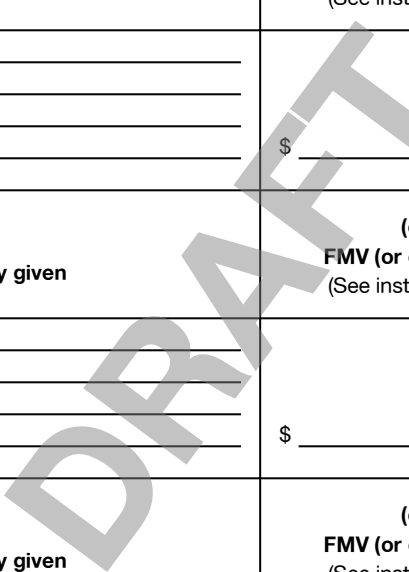
Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
49	CLEVER - DAN CARROLL PO BOX 770001 CINCINNATI, OH 45277	\$ 20,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
50	STIFEL NICOLAUS PO BOX 88940 ST. LOUIS, MO 63188	\$ 50,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
51	THE JOE C DAVIS FOUNDATION, DONOR ADVISED FUND PO BOX 9509 WARWICK, RI 02889	\$ 41,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
52	BRITTANY BURTZ 1320 DELL AVE CAMPBELL, CA 95008	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

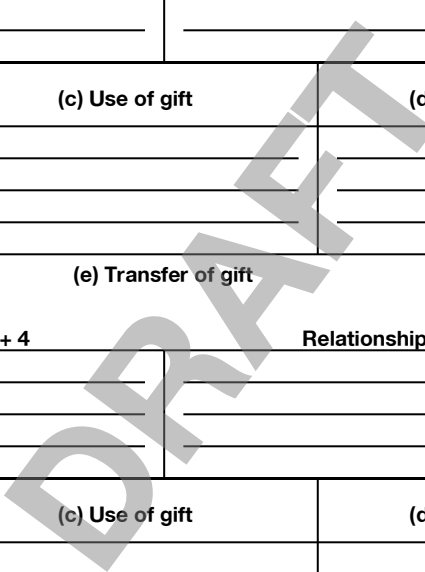
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
1	STOCK DONATION _____ _____ _____	\$ <u>1,506,506.</u>	_____
2	STOCK DONATION _____ _____ _____	\$ <u>25,110.</u>	_____
3	STOCK DONATION _____ _____ _____	\$ <u>10,285.</u>	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____



Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	



SCHEDULE C
(Form 990)

Political Campaign and Lobbying Activities

OMB No. 1545-0047

2022

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

For Organizations Exempt From Income Tax Under section 501(c) and section 527
Complete if the organization is described below. Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

If the organization answered "Yes," on Form 990, Part IV, line 3, or Form 990-EZ, Part V, line 46 (Political Campaign Activities), then

- Section 501(c)(3) organizations: Complete Parts I-A and B. Do not complete Part I-C.
- Section 501(c) (other than section 501(c)(3)) organizations: Complete Parts I-A and C below. Do not complete Part I-B.
- Section 527 organizations: Complete Part I-A only.

If the organization answered "Yes," on Form 990, Part IV, line 4, or Form 990-EZ, Part VI, line 47 (Lobbying Activities), then

- Section 501(c)(3) organizations that have filed Form 5768 (election under section 501(h)): Complete Part II-A. Do not complete Part II-B.
- Section 501(c)(3) organizations that have NOT filed Form 5768 (election under section 501(h)): Complete Part II-B. Do not complete Part II-A.

If the organization answered "Yes," on Form 990, Part IV, line 5 (Proxy Tax) (See separate instructions) or Form 990-EZ, Part V, line 35c (Proxy Tax) (See separate instructions), then

- Section 501(c)(4), (5), or (6) organizations: Complete Part III.

Name of organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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Part I-A Complete if the organization is exempt under section 501(c) or is a section 527 organization.

- 1 Provide a description of the organization's direct and indirect political campaign activities in Part IV.
- 2 Political campaign activity expenditures \$ _____
- 3 Volunteer hours for political campaign activities _____

Part I-B Complete if the organization is exempt under section 501(c)(3).

- 1 Enter the amount of any excise tax incurred by the organization under section 4955 \$ _____
- 2 Enter the amount of any excise tax incurred by organization managers under section 4955 \$ _____
- 3 If the organization incurred a section 4955 tax, did it file Form 4720 for this year? Yes No
- 4a Was a correction made? Yes No
- b If "Yes," describe in Part IV.

Part I-C Complete if the organization is exempt under section 501(c), except section 501(c)(3).

- 1 Enter the amount directly expended by the filing organization for section 527 exempt function activities \$ _____
- 2 Enter the amount of the filing organization's funds contributed to other organizations for section 527 exempt function activities \$ _____
- 3 Total exempt function expenditures. Add lines 1 and 2. Enter here and on Form 1120-POL, line 17b \$ _____
- 4 Did the filing organization file Form 1120-POL for this year? Yes No
- 5 Enter the names, addresses and employer identification number (EIN) of all section 527 political organizations to which the filing organization made payments. For each organization listed, enter the amount paid from the filing organization's funds. Also enter the amount of political contributions received that were promptly and directly delivered to a separate political organization, such as a separate segregated fund or a political action committee (PAC). If additional space is needed, provide information in Part IV.

(a) Name	(b) Address	(c) EIN	(d) Amount paid from filing organization's funds. If none, enter -0-.	(e) Amount of political contributions received and promptly and directly delivered to a separate political organization. If none, enter -0-.

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. Schedule C (Form 990) 2022

Part II-A Complete if the organization is exempt under section 501(c)(3) and filed Form 5768 (election under section 501(h)).

- A** Check if the filing organization belongs to an affiliated group (and list in Part IV each affiliated group member's name, address, EIN, expenses, and share of excess lobbying expenditures).
- B** Check if the filing organization checked box A and "limited control" provisions apply.

Limits on Lobbying Expenditures (The term "expenditures" means amounts paid or incurred.)	(a) Filing organization's totals	(b) Affiliated group totals												
1a Total lobbying expenditures to influence public opinion (grassroots lobbying)														
b Total lobbying expenditures to influence a legislative body (direct lobbying)														
c Total lobbying expenditures (add lines 1a and 1b)														
d Other exempt purpose expenditures														
e Total exempt purpose expenditures (add lines 1c and 1d)														
f Lobbying nontaxable amount. Enter the amount from the following table in both columns.														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">If the amount on line 1e, column (a) or (b) is:</th> <th style="width: 50%;">The lobbying nontaxable amount is:</th> </tr> </thead> <tbody> <tr> <td>Not over \$500,000</td> <td>20% of the amount on line 1e.</td> </tr> <tr> <td>Over \$500,000 but not over \$1,000,000</td> <td>\$100,000 plus 15% of the excess over \$500,000.</td> </tr> <tr> <td>Over \$1,000,000 but not over \$1,500,000</td> <td>\$175,000 plus 10% of the excess over \$1,000,000.</td> </tr> <tr> <td>Over \$1,500,000 but not over \$17,000,000</td> <td>\$225,000 plus 5% of the excess over \$1,500,000.</td> </tr> <tr> <td>Over \$17,000,000</td> <td>\$1,000,000.</td> </tr> </tbody> </table>	If the amount on line 1e, column (a) or (b) is:	The lobbying nontaxable amount is:	Not over \$500,000	20% of the amount on line 1e.	Over \$500,000 but not over \$1,000,000	\$100,000 plus 15% of the excess over \$500,000.	Over \$1,000,000 but not over \$1,500,000	\$175,000 plus 10% of the excess over \$1,000,000.	Over \$1,500,000 but not over \$17,000,000	\$225,000 plus 5% of the excess over \$1,500,000.	Over \$17,000,000	\$1,000,000.		
If the amount on line 1e, column (a) or (b) is:	The lobbying nontaxable amount is:													
Not over \$500,000	20% of the amount on line 1e.													
Over \$500,000 but not over \$1,000,000	\$100,000 plus 15% of the excess over \$500,000.													
Over \$1,000,000 but not over \$1,500,000	\$175,000 plus 10% of the excess over \$1,000,000.													
Over \$1,500,000 but not over \$17,000,000	\$225,000 plus 5% of the excess over \$1,500,000.													
Over \$17,000,000	\$1,000,000.													
g Grassroots nontaxable amount (enter 25% of line 1f)														
h Subtract line 1g from line 1a. If zero or less, enter -0-														
i Subtract line 1f from line 1c. If zero or less, enter -0-														
j If there is an amount other than zero on either line 1h or line 1i, did the organization file Form 4720 reporting section 4911 tax for this year?	<input type="checkbox"/> Yes	<input type="checkbox"/> No												

4-Year Averaging Period Under Section 501(h)
(Some organizations that made a section 501(h) election do not have to complete all of the five columns below. See the separate instructions for lines 2a through 2f.)

Lobbying Expenditures During 4-Year Averaging Period					
Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) Total
2a Lobbying nontaxable amount					
b Lobbying ceiling amount (150% of line 2a, column(e))					
c Total lobbying expenditures					
d Grassroots nontaxable amount					
e Grassroots ceiling amount (150% of line 2d, column (e))					
f Grassroots lobbying expenditures					

Part II-B Complete if the organization is exempt under section 501(c)(3) and has NOT filed Form 5768 (election under section 501(h)).

	(a)		(b)
	Yes	No	Amount
1 During the year, did the filing organization attempt to influence foreign, national, state, or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of:			
a Volunteers?		X	
b Paid staff or management (include compensation in expenses reported on lines 1c through 1i)?	X		
c Media advertisements?		X	
d Mailings to members, legislators, or the public?		X	
e Publications, or published or broadcast statements?		X	
f Grants to other organizations for lobbying purposes?		X	
g Direct contact with legislators, their staffs, government officials, or a legislative body?	X		
h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any similar means?		X	
i Other activities?	X		108,033.
j Total. Add lines 1c through 1i			108,033.
2a Did the activities in line 1 cause the organization to be not described in section 501(c)(3)?		X	
b If "Yes," enter the amount of any tax incurred under section 4912			
c If "Yes," enter the amount of any tax incurred by organization managers under section 4912			
d If the filing organization incurred a section 4912 tax, did it file Form 4720 for this year?			

Part III-A Complete if the organization is exempt under section 501(c)(4), section 501(c)(5), or section 501(c)(6).

	Yes	No
1 Were substantially all (90% or more) dues received nondeductible by members?	1	
2 Did the organization make only in-house lobbying expenditures of \$2,000 or less?	2	
3 Did the organization agree to carry over lobbying and political campaign activity expenditures from the prior year?	3	

Part III-B Complete if the organization is exempt under section 501(c)(4), section 501(c)(5), or section 501(c)(6) and if either (a) BOTH Part III-A, lines 1 and 2, are answered "No" OR (b) Part III-A, line 3, is answered "Yes."

1 Dues, assessments and similar amounts from members	1	
2 Section 162(e) nondeductible lobbying and political expenditures (do not include amounts of political expenses for which the section 527(f) tax was paid).		
a Current year	2a	
b Carryover from last year	2b	
c Total	2c	
3 Aggregate amount reported in section 6033(e)(1)(A) notices of nondeductible section 162(e) dues	3	
4 If notices were sent and the amount on line 2c exceeds the amount on line 3, what portion of the excess does the organization agree to carryover to the reasonable estimate of nondeductible lobbying and political expenditures next year?	4	
5 Taxable amount of lobbying and political expenditures. See instructions	5	

Part IV Supplemental Information

Provide the descriptions required for Part I-A, line 1; Part I-B, line 4; Part I-C, line 5; Part II-A (affiliated group list); Part II-A, lines 1 and 2 (See instructions); and Part II-B, line 1. Also, complete this part for any additional information.

PART II-B, LINE 1, LOBBYING ACTIVITIES:

DIRECT CONTACT WITH LEGISLATORS

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization ROCKETSHIP EDUCATION Employer identification number 20-4040597

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?, 6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Table with 2 columns: Held at the End of the Tax Year. Rows include: 1 Purpose(s) of conservation easements held by the organization (check all that apply), 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year, 3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year, 4 Number of states where property subject to conservation easement is located, 5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?, 6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year, 7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year, 8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?, 9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Table with 2 columns: Revenue, Assets. Rows include: 1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items. 1b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items: (i) Revenue included on Form 990, Part VIII, line 1, (ii) Assets included in Form 990, Part X. 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items: a Revenue included on Form 990, Part VIII, line 1, b Assets included in Form 990, Part X.

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule D (Form 990) 2022

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Term endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		6,047,257.	1,994,858.	4,052,399.
c Leasehold improvements				
d Equipment		977,404.	918,510.	58,894.
e Other		1,560,573.		1,560,573.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				5,671,866.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) SECURITY DEPOSITS	459,297.
(2) OPERATING RIGHT-OF-USE LEASE ASSET	148,778,282.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	149,237,579.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) ACCRUED INTEREST	216,245.
(3) LEASE LIABILITIES - OPERATING	150,629,671.
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.)	150,845,916.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b		4c
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b		4c
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

ROCKETSHIP EDUCATION IS A NON-PROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. ROCKETSHIP EDUCATION FILES AN EXEMPT RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

SCHEDULE E
(Form 990)

Schools

OMB No. 1545-0047

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or
Form 990-EZ, Part VI, line 48.

2022

Department of the Treasury
Internal Revenue Service

Attach to Form 990 or Form 990-EZ.

Open to Public
Inspection

Go to www.irs.gov/Form990 for the latest information.

Name of the organization

ROCKETSHIP EDUCATION

Employer identification number

20-4040597

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	X	
WE INCLUDE THIS INFORMATION IN THE LOTTERY MATERIALS & THE NSLP BID MATERIALS THAT WE PROCESS ANNUALLY.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? ..	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	X	

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2022

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

AS A PUBLIC CHARTER SCHOOL, ROCKETSHIP RECEIVES A PER ADA FEE FROM THE CALIFORNIA DEPARTMENT OF EDUCATION FOR EVERY PUPIL ATTENDING THE SCHOOL. ADDITIONALLY, ROCKETSHIP IS ELIGIBLE FOR LOCAL, STATE, AND FEDERAL PROGRAMS ADDRESSING OUR STUDENT POPULATION.

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**SCHEDULE J
(Form 990)**

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest
Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization

ROCKETSHIP EDUCATION

Employer identification number

20-4040597

Part I Questions Regarding Compensation

1a Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.

- | | |
|--|--|
| <input type="checkbox"/> First-class or charter travel | <input type="checkbox"/> Housing allowance or residence for personal use |
| <input type="checkbox"/> Travel for companions | <input type="checkbox"/> Payments for business use of personal residence |
| <input type="checkbox"/> Tax indemnification and gross-up payments | <input type="checkbox"/> Health or social club dues or initiation fees |
| <input type="checkbox"/> Discretionary spending account | <input type="checkbox"/> Personal services (such as maid, chauffeur, chef) |

b If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain

2 Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?

3 Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.

- | | |
|---|---|
| <input type="checkbox"/> Compensation committee | <input checked="" type="checkbox"/> Written employment contract |
| <input checked="" type="checkbox"/> Independent compensation consultant | <input checked="" type="checkbox"/> Compensation survey or study |
| <input type="checkbox"/> Form 990 of other organizations | <input checked="" type="checkbox"/> Approval by the board or compensation committee |

4 During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:

- a** Receive a severance payment or change-of-control payment?
- b** Participate in or receive payment from a supplemental nonqualified retirement plan?
- c** Participate in or receive payment from an equity-based compensation arrangement?
- If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.

Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.

5 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 5a or 5b, describe in Part III.

6 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:

- a** The organization?
- b** Any related organization?
- If "Yes" on line 6a or 6b, describe in Part III.

7 For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III

8 Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III

9 If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?

	Yes	No
1b		
2		
4a		X
4b		X
4c		X
5a		X
5b		X
6a		X
6b		X
7		X
8		X
9		

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2022

Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees. Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) PRESTON SMITH	(i)	324,947.	0.	0.	2,500.	16,316.	343,763.	0.
CEO	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) MATTHEW SHAW	(i)	226,667.	0.	0.	2,500.	0.	229,167.	0.
CFO	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) LAMAR WADE	(i)	308,625.	0.	0.	2,500.	349.	311,474.	0.
CHIEF PEOPLE OFFICER	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) MARICELA GUERRERO	(i)	261,505.	0.	0.	2,500.	11,857.	275,862.	0.
EXECUTIVE DIRECTOR, CALIFORNIA	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) YUNGLYNN LIAO	(i)	245,712.	0.	0.	2,500.	17,501.	265,713.	0.
CHIEF TALENT OFFICER	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) CHRISTOPHER MURPHY	(i)	236,730.	0.	0.	2,500.	12,507.	251,737.	0.
VP MARKETING & COMMUNICATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
(7) JOSH DRAKE	(i)	214,782.	0.	0.	2,500.	7,400.	224,682.	0.
VP NETWORK ADVANCEMENT	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

**SCHEDULE M
(Form 990)**

Noncash Contributions

OMB No. 1545-0047

2022

Open to Public Inspection

Complete if the organizations answered "Yes" on Form 990, Part IV, lines 29 or 30.
Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

Department of the Treasury
Internal Revenue Service

Name of the organization: **ROCKETSHIP EDUCATION**
Employer identification number: **20-4040597**

Part I Types of Property

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art - Works of art				
2 Art - Historical treasures				
3 Art - Fractional interests				
4 Books and publications				
5 Clothing and household goods				
6 Cars and other vehicles				
7 Boats and planes				
8 Intellectual property				
9 Securities - Publicly traded	X	3	1,544,717. FMV	
10 Securities - Closely held stock				
11 Securities - Partnership, LLC, or trust interests				
12 Securities - Miscellaneous				
13 Qualified conservation contribution - Historic structures				
14 Qualified conservation contribution - Other				
15 Real estate - Residential				
16 Real estate - Commercial				
17 Real estate - Other				
18 Collectibles				
19 Food inventory				
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ()				
26 Other ()				
27 Other ()				
28 Other ()				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part V, Donee Acknowledgement **29**

30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least 3 years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period?
 b If "Yes," describe the arrangement in Part II.
 31 Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?
 32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?
 b If "Yes," describe in Part II.
 33 If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.

	Yes	No
30a		X
31	X	
32a		X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990. Schedule M (Form 990) 2022

Part II **Supplemental Information.** Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

Horizontal lines for supplemental information input.

DRAFT

**SCHEDULE O
(Form 990)**

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public
Inspection

Name of the organization

ROCKETSHIP EDUCATION

Employer identification number

20-4040597

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SERVING LOW-INCOME COMMUNITIES WITH LIMITED ACCESS TO EXCELLENT
SCHOOLS.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

ACHIEVEMENT GAP IN UNDERSERVED COMMUNITIES ACROSS THE COUNTRY. THE CORE
OF ROCKETSHIP'S INSTRUCTIONAL MODEL IS A TEACHER-LED, TECHNOLOGY
SUPPORTED APPROACH TO PERSONALIZED LEARNING THAT MATCHES EACH STUDENT
WITH THE RIGHT CONTENT AT THE RIGHT TIME UTILIZING THE RIGHT METHOD OF
INSTRUCTION. BY DEEPLY ENGAGING PARENTS IN THEIR STUDENT'S LEARNING AND
THE SCHOOL COMMUNITY, ROCKETSHIP DEVELOPS PARENTS WHO BECOME LIFELONG
ADVOCATES FOR THEIR CHILDREN AND THEIR COMMUNITY. WORKING ALONGSIDE
PARENTS, COMMUNITY ORGANIZATIONS, DISTRICTS, AND OTHER CHARTER SCHOOLS,
ROCKETSHIP IS CATALIZING A MOVEMENT TO ELIMINATE THE ACHIEVEMENT GAP IN
OUR LIFETIME.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING
FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE
RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR
REVISIONS INCORPORATED INTO THE FILING. THE REVISED RETURN IS THEN
SUBMITTED TO THE BOARD OF DIRECTORS FOR THEIR REVIEW PRIOR TO SUBMITTING TO
THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C:

MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule O (Form 990) 2022

Name of the organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

FORM 990, PART VI, SECTION B, LINE 15A:

THE EXECUTIVE DIRECTOR'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE EXECUTIVE DIRECTOR'S COMPENSATION AS A DIRECT ACTION. THE CEO'S PAY IS DETERMINED BASED ON DATA PROVIDED BY EXTERNAL CHARTER MANAGEMENT ORGANIZATIONS AND THROUGH COMPARISON STUDIES OF OTHER CHARTER SCHOOLS. THE BOARD MUST VOTE TO APPROVE THE CEO'S COMPENSATION AS A DIRECT ACTION.

FORM 990, PART VI, SECTION C, LINE 19:

OUR GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND BOARD FINANCIAL REPORTS ARE AVAILABLE UPON REQUEST. OUR ANNUAL AUDITED FINANCIAL STATEMENTS ARE POSTED ON OUR WEBSITE.

FORM 990, PART IX, LINE 11G, OTHER FEES:

OTHER FEES FOR SERVICES:

PROGRAM SERVICE EXPENSES	1,396,865.
MANAGEMENT AND GENERAL EXPENSES	628,774.
FUNDRAISING EXPENSES	66,455.
TOTAL EXPENSES	2,092,094.

Name of the organization ROCKETSHIP EDUCATION	Employer identification number 20-4040597
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CONSULTING EXPENSES:

PROGRAM SERVICE EXPENSES	11,718,426.
MANAGEMENT AND GENERAL EXPENSES	3,175,242.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	14,893,668.

CUSTODIAL SERVICES:

PROGRAM SERVICE EXPENSES	1,591,451.
MANAGEMENT AND GENERAL EXPENSES	-275,896.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,315,555.

CONTRACTED SUBSTITUTES:

PROGRAM SERVICE EXPENSES	2,347,193.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	2,347,193.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A 20,648,510.

FORM 990, PART XII, LINE 2C:

THE PROCESS HAS NOT CHANGED FROM THE PRIOR YEAR.

**SCHEDULE R
(Form 990)**

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships
Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization **ROCKETSHIP EDUCATION** Employer identification number **20-4040597**

Part I Identification of Disregarded Entities. Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
LAUNCHPAD DEVELOPMENT COMPANY - 27-1813337 2001 GATEWAY PLACE, STE. 230E SAN JOSE, CA 95110	SUPPORTING	CALIFORNIA	501C3	LINE 12A, I	ROCKETSHIP EDUCATION	X	
ROCKETSHIP EDUCATION WISCONSIN - 90-0951861 2001 GATEWAY PLACE, STE. 230E SAN JOSE, CA 95110	CHARTER SCHOOL	WISCONSIN	501C3	LINE 2	ROCKETSHIP EDUCATION	X	
ROCKETSHIP EDUCATION DC PUBLIC - 47-3468345 2001 GATEWAY PLACE, STE. 230E SAN JOSE, CA 95110	CHARTER SCHOOL	DISTRICT OF COLUMBIA	501C3	LINE 2	ROCKETSHIP EDUCATION	X	

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2022

Part III Identification of Related Organizations Taxable as a Partnership. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	

Part IV Identification of Related Organizations Taxable as a Corporation or Trust. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Section 512(b)(13) controlled entity?	
								Yes	No

Part V Transactions With Related Organizations. Complete if the organization answered "Yes" on Form 990, Part IV, line 34, 35b, or 36.

Note: Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?

	Yes	No
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
b Gift, grant, or capital contribution to related organization(s)		X
c Gift, grant, or capital contribution from related organization(s)		X
d Loans or loan guarantees to or for related organization(s)	X	
e Loans or loan guarantees by related organization(s)		X
f Dividends from related organization(s)		X
g Sale of assets to related organization(s)		X
h Purchase of assets from related organization(s)		X
i Exchange of assets with related organization(s)		X
j Lease of facilities, equipment, or other assets to related organization(s)		X
k Lease of facilities, equipment, or other assets from related organization(s)	X	
l Performance of services or membership or fundraising solicitations for related organization(s)	X	
m Performance of services or membership or fundraising solicitations by related organization(s)		X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)	X	
o Sharing of paid employees with related organization(s)	X	
p Reimbursement paid to related organization(s) for expenses		X
q Reimbursement paid by related organization(s) for expenses	X	
r Other transfer of cash or property to related organization(s)	X	
s Other transfer of cash or property from related organization(s)	X	

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) LAUNCHPAD DEVELOPMENT COMPANY	K	23,142,078.	FMV LEASE
(2) ROCKETSHIP EDUCATION- WISCONSIN	L	1,249,279.	COST OF MANAGEMENT FEE
(3) ROCKETSHIP EDUCATION- DC	L	5,215,195.	COST OF MANAGEMENT FEE
(4) ROCKETSHIP EDUCATION- WISCONSIN	D	1,500,000.	LINE OF CREDIT
(5)			
(6)			

Part VII Supplemental Information

Provide additional information for responses to questions on Schedule R. See instructions.

DRAFT

California Exempt Organization Annual Information Return

Calendar Year 2022 or fiscal year beginning (mm/dd/yyyy) **07/01/2022**, and ending (mm/dd/yyyy) **06/30/2023**

Corporation/Organization name ROCKETSHIP EDUCATION		California corporation number 2853527
Additional information. See instructions.		FEIN 20-4040597
Street address (suite or room) 2001 GATEWAY PLACE, NO. 230E		PMB no.
City SAN JOSE	State CA	ZIP code 95110
Foreign country name	Foreign province/state/county	Foreign postal code

<p>A First return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>B Amended return <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>C IRC Section 4947(a)(1) trust <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>D Final information return? <input type="checkbox"/> Dissolved <input type="checkbox"/> Surrendered (Withdrawn) <input type="checkbox"/> Merged/Reorganized Enter date: (mm/dd/yyyy)</p> <p>E Check accounting method: (1) <input type="checkbox"/> Cash (2) <input checked="" type="checkbox"/> Accrual (3) <input type="checkbox"/> Other</p> <p>F Federal return filed? (1) <input type="checkbox"/> 990T (2) <input type="checkbox"/> 990PF (3) <input type="checkbox"/> Sch H (990) (4) <input checked="" type="checkbox"/> Other 990 series</p> <p>G Is this a group filing? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>H Is this organization in a group exemption <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," what is the parent's name?</p>	<p>I Did the organization have any changes to its guidelines not reported to the FTB? See instructions <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>K Is the organization exempt under R&TC Section 23701g? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," enter the gross receipts from nonmember sources \$</p> <p>L Is the organization a limited liability company? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>M Did the organization file Form 100 or Form 109 to report taxable income? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>N Is the organization under audit by the IRS or has the IRS audited in a prior year? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>O Is federal Form 1023/1024 pending? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Date filed with IRS</p>
--	---

Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	8,095,758	00
	2	Gross dues and assessments from members and affiliates	2		00
	3	Gross contributions, gifts, grants, and similar amounts received STMT 1	3	165,801,952	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. STMT 2	4	173,897,710	00
	5	Cost of goods sold	5		00
	6	Cost or other basis, and sales expenses of assets sold	6		00
	7	Total costs. Add line 5 and line 6	7		00
	8	Total gross income. Subtract line 7 from line 4	8	173,897,710	00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	158,613,754	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	15,283,956	00
Filing Fee	11	Total payments	11		00
	12	Use tax. See General Information K	12		00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11	13		00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12	14		00
	15	Penalties and interest. See General Information J	15		00
	16	Balance due. Add line 12 and line 15. Then subtract line 11 from the result	16		00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Title CFO	Date	• Telephone
Paid Preparer's Use Only	Preparer's signature	DERRICK DEBRUYNE	Date 05/01/24	• PTIN P00591016
	Firm's name (or yours, if self-employed) and address	CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLEN DORA, CA 91740	Check if self-employed <input type="checkbox"/>	• Firm's FEIN 41-0746749
				• Telephone (626) 857-7300

May the FTB discuss this return with the preparer shown above? See instructions Yes No

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1		00
	2	Interest	•	2	681,804	00
	3	Dividends	•	3		00
	4	Gross rents	•	4		00
	5	Gross royalties	•	5		00
	6	Gross amount received from sale of assets (See instructions)	•	6		00
	7	Other income	•	7	7,413,954	00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	8,095,758	00
	9	Contributions, gifts, grants, and similar amounts paid	•	9		00
	10	Disbursements to or for members	•	10		00
	11	Compensation of officers, directors, and trustees	•	11	687,049	00
	12	Other salaries and wages	•	12	70,791,345	00
	13	Interest	•	13	58,349	00
	14	Taxes	•	14	3,689,561	00
	15	Rents	•	15	15,271,948	00
	16	Depreciation and depletion (See instructions)	•	16	230,778	00
	17	Other expenses and disbursements	•	17	67,884,724	00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	158,613,754	00

Schedule L Balance Sheet	Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)
Assets				
1 Cash		34,975,504		53,474,373
2 Net accounts receivable		18,921,957		29,754,914
3 Net notes receivable STMT 6		9,733,322		8,366,269
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments				
10 a Depreciable assets	7,460,457		8,585,234	
b Less accumulated depreciation	(2,682,591)	4,777,866	(2,913,368)	5,671,866
11 Land				
12 Other assets STMT 7		6,588,124		153,968,136
13 Total assets		74,996,773		251,235,558
Liabilities and net worth				
14 Accounts payable		10,164,608		11,678,235
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities STMT 8		11,872,781		171,313,983
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		52,959,384		68,243,340
22 Total liabilities and net worth		74,996,773		251,235,558

Schedule M-1 Reconciliation of income per books with income per return			
Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.			
1 Net income per books	•	15,283,956	7 Income recorded on books this year not included in this return. Attach schedule
2 Federal income tax	•		8 Deductions in this return not charged against book income this year. Attach schedule
3 Excess of capital losses over capital gains	•		9 Total. Add line 7 and line 8
4 Income not recorded on books this year. Attach schedule	•		10 Net income per return. Subtract line 9 from line 6
5 Expenses recorded on books this year not deducted in this return. Attach schedule	•		
6 Total. Add line 1 through line 5		15,283,956	
			15,283,956

CA 199

CASH CONTRIBUTIONS
INCLUDED ON PART I, LINE 3

STATEMENT 1

CONTRIBUTOR'S NAME	CONTRIBUTOR'S ADDRESS	DATE OF GIFT	AMOUNT
HOME OF POTENTIAL AND EXCELLEN	4636 LEBANON PIKE #247 HERRIRAGE , TN 37076		20,004.
CITY NATIONAL BA	525 SOUTH FLOWER STREET LOS ANGELES, CA 90071		5,000.
REINHART BOERNER VAN DEUREN S.C.	100 NORTH WATER STREET SUITE 1700 MILWAUKEE, WI 53202		5,000.
GREATER MILWAUKEE FOUNDATION	101 W PLEASANT STREET MILWAUKEE, WI 53212		5,000.
SUNNYSIDE FOUNDATION	104 WOODMONT BLVD STE 310 NASHVILLE, TN 37205-2245		25,000.
LOUIS JORDAN	1083 VINE STREET HEALDSBURG, CA 95448-5119		20,000.
CHARTER FUND INC	10901 W. 120TH AVE, SUITE 450 BROOMFIELD, CO 80021		1,061,000.
CITY FORWARD COLLECTIVE INC	111 W PLEASANT ST STE 101 MILWAUKEE, WI 53212		85,000.
DANIEL SANCHEZ	11723 SE FLORIDA AVENUE HOBE SOUND, FL 33455		5,250.
MCNULTY FOUNDATION	1177 6TH AVENUE 8TH FLOOR NEW YORK, NY 10036		25,000.
DHW INSURANCE BROKERS	1211 NEWELL AVENUE STE 130 WALNUT CREEK, CA 94596		15,000.
50CAN INC	1380 MONROE ST NW, #413 WASHINGTON, DC 20010		505,400.
NADINE WIENCEK	1423 SCHLOEMER DR WEST BEND , WI 53095		5,000.
ALEX TERMAN	165 TOWNSHIP LINE ROAD STE 1200 JENKINTOWN, PA 19046-3594		17,500.

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MR. & MRS. BRIAN D. KILB	16620 LOWER VALLEY DRIVE BROOKFIELD, WI 53005	10,000.
JULIE MILLER	2215 EWELL RD BELMONT, CA 94002	6,000.
HERITAGE BANK	224 AIRPORT PARKWAY SAN JOSE, CA 95110	5,000.
SILICON VALLEY COMMUNITY FOUND - JOHN DANNER DAF	2440 WEST EL CAMINO REAL STE 300 MOUNTAIN VIEW, CA 94040	25,000.
SILICON VALLEY COMMUNITY FOUND - THE MAGIC BEANS	2440 WEST EL CAMINO REAL STE 300 MOUNTAIN VIEW, CA 94040	5,000.
MR. GREGORY S. STANGER & MRS. LISA STANGER	246 POLHEMUS AVENUE ATERTON, CA 94027	25,000.
CRITES FAMILY CHARITABLE FUNDS	26311 ESPERANZA DRIVE LOS ALTOS HILLS, CA 94022	95,000.
SOUND AND SIGNAL INC	277 RICKENBACKER CIRCLE LIVERMORE, CA 94551	5,000.
ABIGAIL SPAULDING	2847 SUGAR TREE ROAD NASHVILLE, TN 37215	5,000.
THE PNC FINANCIAL SERVICES GRO	300 FIFTH AVENUE PITTSBURGH, PA 15222	5,000.
PATTI MARSHALL	301 W WISCONSIN AVENUE, SUITE 220 MILWAUKEE, WI 53203	5,000.
SCOTT KAPP	3053 NORTH KENMORE AVENUE CHICAGO, IL 60657	5,000.
TISBEST PHILANTHROPY	317 S BENNETT ST. STE 201 SEATTLE, WA 98108-2228	20,000.
RAYMOND RAVEN	3610 BELLFIELD WAY STUDIO CITY, CA 91604	5,250.
PRESTON SMITH	4163 PARTRIDGE DRIVE SAN JOSE, CA 95121	7,250.
ASHLEY CHIRBAS	4209 202ND AVE SE SAMMAMISH, WA 98074	10,000.
ALL ABOUT PEOPLE, INC.	4422 E INDIAN SCHOOL ROAD PHOENIX, AZ 85018	5,000.
PERKINS MALO HUNTER FOUNDATION	520 BUTTERNUT DRIVE #8 PMB 605 HOLLAND, MI 49424	180,000.
ROBERT P ELLIOTT AND ANN MARIE ELLIOT	6141 CHICKERING CT NASHVILLE, TN 37215-5001	6,000.
DLA PIPER	6225 SMITH AVENUE BALTIMORE, MD 21209-3600	5,000.
NORTHWESTERN MUTUAL FOUNDATION	720 EAST WISCONSIN AVENUE MILWAUKEE, WI 53202-4797	58,500.
NATIONAL ALLIANCE FOR PUBLIC CHARTER SCHOOLS	800 CONNECTICUT AVENUE, NW STE 300 WASHINGTON, DC 20006	115,916.
SILICON SCHOOLS FUND INC.	827 BROADWAY STE 300 OAKLAND, CA 94607	90,000.
DAVID STANSELL	849 GLENDALE LN NASHVILLE, TN 37204	6,000.
KAMILAH WILLIAMS-KEMP	8645 NORTH DEAN CIRCLE RIVER HILLS, WI 53217	5,000.
STANLEY & JOLENE SLOTER FAMILY FOUNDATION	9112 VENDOME DRIVE BETHESDA, MD 20817	115,000.
HENRY M. NEVINS	920 GARDEN STREET SUITE A SANTA BARBARA, CA 93101	123,480.
DEBORAH MCGRIFF	NORTH 44TH STREET MILWAUKEE, WI 53216	5,000.
DAUBER FOUNDATION	PO BOX 2884 CUPERTINO, CA 95015	40,000.

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JEROME HAROLD DEBS II IRA	PO BOX 4521 NEWARK, DE 19714-4521	50,000.
SAN JOSE PUBLIC LIBRARY FOUNDATION	PO BOX 611540 SAN JOSE, CA 95161-1540	121,123.
CLEVER - DAN CARROLL	PO BOX 770001 CINCINNATI, OH 45277	20,000.
STIFEL NICOLAUS	PO BOX 88940 ST. LOUIS, MO 63188	50,000.
THE JOE C DAVIS FOUNDATION, DONOR ADVISED FUND	PO BOX 9509 WARWICK, RI 02889	41,000.
BRITTANY BURTZ	1320 DELL AVE CAMPBELL, CA 95008	5,000.
TOTAL INCLUDED ON LINE 3		3,079,673.

CA 199 NONCASH CONTRIBUTIONS STATEMENT 2
INCLUDED ON PART I, LINE 3

<u>CONTRIBUTOR'S NAME</u>	<u>CONTRIBUTOR'S ADDRESS</u>		
ARTHUR ROCK	415 MISSION STREET, SUITE 5700 SAN FRANCISCO, CA 94105		
<u>PROPERTY DESCRIPTION</u>	<u>DATE OF GIFT</u>	<u>FMV OF GIFT</u>	<u>TOTAL AMOUNT</u>
STOCK DONATION		1,506,506.	1,506,506.

<u>CONTRIBUTOR'S NAME</u>	<u>CONTRIBUTOR'S ADDRESS</u>		
MCNULTY FOUNDATION	CO ANDERSEN 1177 6TH AVE 18TH FL NEW YORK, NY 10036		
<u>PROPERTY DESCRIPTION</u>	<u>DATE OF GIFT</u>	<u>FMV OF GIFT</u>	<u>TOTAL AMOUNT</u>
STOCK DONATION		25,110.	25,110.

<u>CONTRIBUTOR'S NAME</u>	<u>CONTRIBUTOR'S ADDRESS</u>		
KEN KUMER	2515 BUCKINGHAM PLACE BROOKFIELD, WI 53045		
<u>PROPERTY DESCRIPTION</u>	<u>DATE OF GIFT</u>	<u>FMV OF GIFT</u>	<u>TOTAL AMOUNT</u>
STOCK DONATION		10,285.	10,285.
TOTAL INCLUDED ON LINE 3		1,541,901.	1,541,901.

CA 199

OTHER INCOME

STATEMENT 3

DESCRIPTION	AMOUNT
MANAGEMENT FEE	6,944,796.
UNIFORM SALES	38,905.
LOCAL REVENUE	66,287.
MISC REVENUE	363,966.
TOTAL TO FORM 199, PART II, LINE 7	7,413,954.

CA 199

COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES

STATEMENT 4

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
PRESTON SMITH 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	CEO 40.00	364,549.
MATTHEW SHAW 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	CFO 40.00	322,500.
LOUIS JORDAN 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD CHAIR 2.00	0.
GREG STANGER 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD SECRETARY 2.00	0.
ALEX TERMAN 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD TREASURER 2.00	0.
DEJA GIPSON 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
DANIEL SANCHEZ 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
RAJEN SHETH 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.

ROCKETSHIP EDUCATION

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MICHELLE MERCADO 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
JUNE NWABARA 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
HUGO CASTANEDA 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
JULIE MILLER 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
MALKA BORREGO 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
YOLANDA BERNAL SAMANO 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
DR DANIEL VELASCO 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
MICHAEL FOX 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
BRIAN KILB 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
DEBORAH MCGRIFF 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
JOLENE SLOTER 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.
DR RAYMOND RAVEN 2001 GATEWAY PLACE, 230E SAN JOSE, CA 95110	BOARD MEMBER 2.00	0.

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ROCKETSHIP EDUCATION

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CHARMAINE DETWEILER
2001 GATEWAY PLACE, 230E
SAN JOSE, CA 95110

BOARD MEMBER
2.00

0.

APRIL TAYLOR
2001 GATEWAY PLACE, 230E
SAN JOSE, CA 95110

BOARD MEMBER
2.00

0.

TOTAL TO FORM 199, PART II, LINE 11

687,049.

CA 199

OTHER EXPENSES

STATEMENT 5

DESCRIPTION

AMOUNT

STUDENT FOOD SERVICES	5,569,923.
INSTRUCTION MATERIALS	3,378,972.
OVERSIGHT FEES	830,344.
PRINTING AND POSTAGE	313,706.
PENSION PLAN CONTRIBUTIONS	7,164,625.
OTHER EMPLOYEE BENEFITS	8,056,611.
LEGAL FEES	819,499.
ACCOUNTING FEES	1,223,849.
OTHER PROFESSIONAL FEES	20,648,510.
ADVERTISING AND PROMOTION	166,090.
OFFICE EXPENSES	3,945,690.
INFORMATION TECHNOLOGY	4,700,724.
TRAVEL	4,146,974.
CONFERENCES AND CONVENTIONS	12,981.
INSURANCE	559,452.
ALL OTHER EXPENSES	6,346,774.
TOTAL TO FORM 199, PART II, LINE 17	67,884,724.

CA 199

NET NOTES RECEIVABLE

STATEMENT 6

DESCRIPTION

BEG. OF YEAR

END OF YEAR

NOTES AND LOANS RECEIVABLE, NET

9,733,322.

8,366,269.

TOTAL TO FORM 199, SCHEDULE L, LINE 3

9,733,322.

8,366,269.

CA 199	OTHER ASSETS	STATEMENT 7
DESCRIPTION	BEG. OF YEAR	END OF YEAR
PLEDGES AND GRANTS RECEIVABLE	0.	849,000.
PREPAID EXPENSES AND DEFERRED CHARGES	6,134,827.	3,881,557.
SECURITY DEPOSITS	453,297.	459,297.
OPERATING RIGHT-OF-USE LEASE ASSET	0.	148,778,282.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	6,588,124.	153,968,136.

CA 199	OTHER LIABILITIES	STATEMENT 8
DESCRIPTION	BEG. OF YEAR	END OF YEAR
DEFERRED RENT LIABILITY	4,535,105.	0.
ACCRUED INTEREST	218,018.	216,245.
LEASE LIABILITIES - OPERATING	0.	150,629,671.
DEFERRED REVENUE	5,669,362.	19,677,628.
UNSECURED NOTES AND LOANS PAYABLE	1,450,296.	790,439.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	11,872,781.	171,313,983.

DRAFT

TAXABLE YEAR
2022

California e-file Return Authorization for Exempt Organizations

FORM
8453-EO

Exempt Organization name ROCKETSHIP EDUCATION	Identifying number 20-4040597
---	---

Part I Electronic Return Information (whole dollars only)

1 Total gross receipts (Form 199, line 4)	1	173,897,710
2 Total gross income (Form 199, line 8)	2	173,897,710
3 Total expenses and disbursements (Form 199, line 9)	3	158,613,754

Part II Settle Your Account Electronically for Taxable Year 2022

4 <input type="checkbox"/> Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
---	------------------	--

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____	7 Type of account: <input type="checkbox"/> Checking <input type="checkbox"/> Savings
6 Account number _____	

Part IV Declaration of Officer


I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2022 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**


Sign Here			
	Signature of officer	Date	Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2022 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO	ERO's signature 	DERRICK DEBRUYNE	Date	Check if also paid preparer <input checked="" type="checkbox"/>	Check if self-employed <input type="checkbox"/>	ERO's PTIN P00591016
Must Sign	Firm's name (or yours if self-employed) and address	CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLENORA, CA				Firm's FEIN 41-0746749 ZIP code 91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer	Paid preparer's signature 		Date	Check if self-employed <input type="checkbox"/>	Paid preparer's PTIN
Must Sign	Firm's name (or yours if self-employed) and address				Firm's FEIN ZIP code

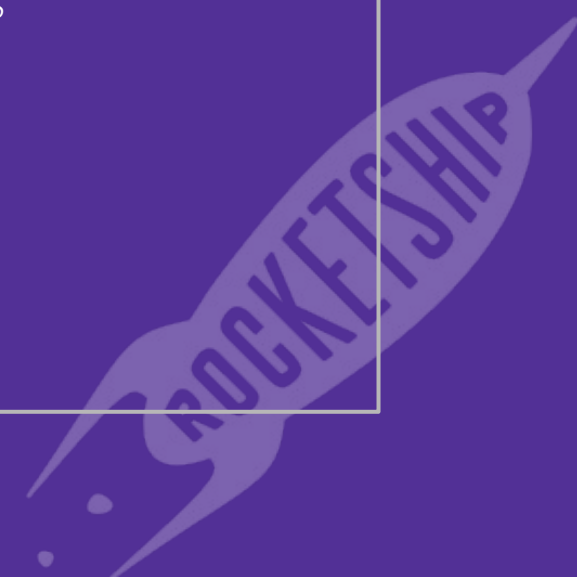
Q4 Rocketship Public Schools Board of Directors Meeting

May 29, 2024

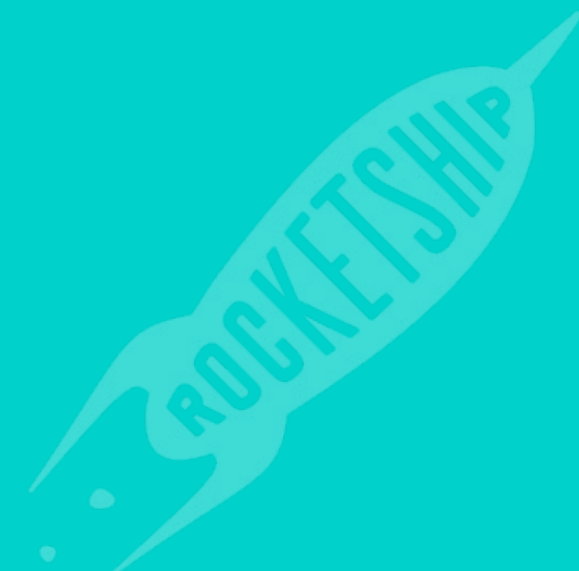


Agenda

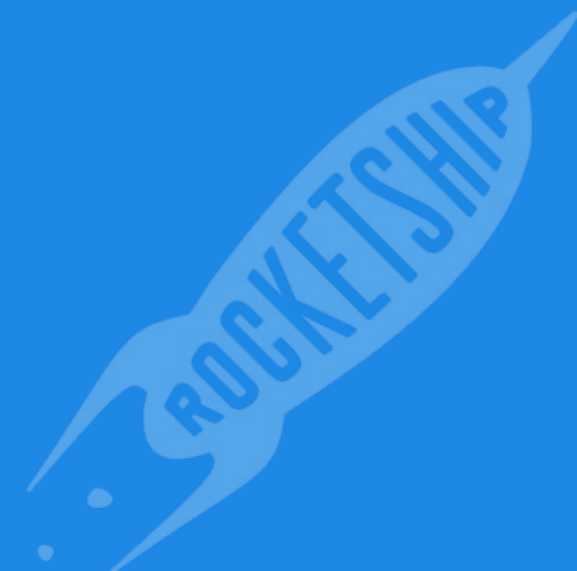
1. **Opening Items**
2. **Consent Items**
3. **Information Items**
4. **Agenda Items**
 - (A) LCAP Public Hearing
 - (B) Approve Resolution 2024-01: Declaration of Need for Fully Qualified Educators for Rocketship California Schools
 - (C) Staff Satisfaction/DEI Survey Results
5. **Adjourn**



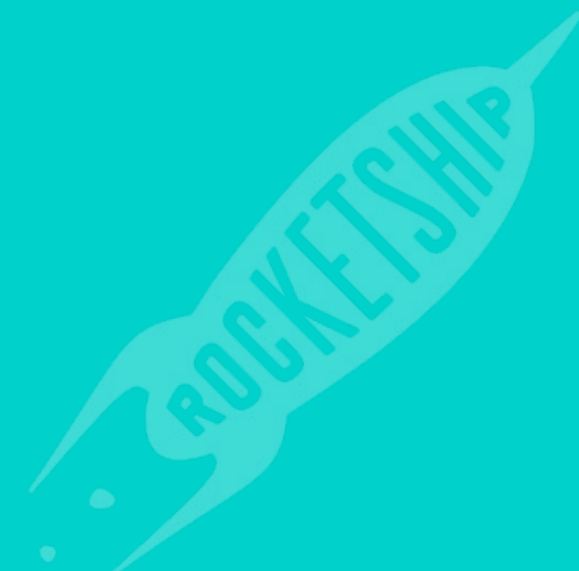
Public Comment



Information Items



Local Control Accountability Plan (LCAP) Public Hearing



Agenda

1. Overview of Requirements
2. Budget Overview for Parents
3. 2023-24 LCAP Annual Update
4. 2023-24 Progress toward LCAP Goals (LCAP Outcomes)
5. 2024-25 LCAP
6. Educational Partner Input

Local Control Accountability Plan (LCAP)

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

Explaining how additional funds for higher need student groups (*Low Income, English Learner, and Foster Youth*) are utilized.

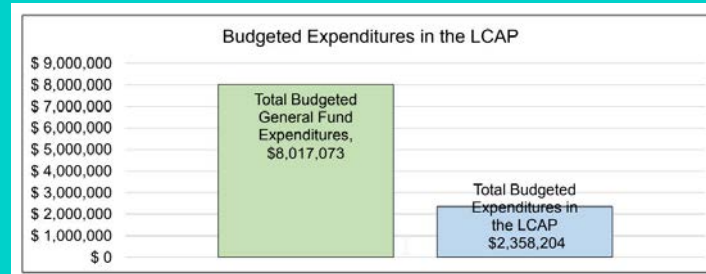
2024-25 LCAP Components

- Budget Overview for Parents
- 23-24 Annual Update
 - Goals, Metrics
 - Goal Analysis
- 24-25 LCAP
 - General Information
 - Reflections
 - Engaging Educational Partners
 - Goals
 - Measuring and Reporting Results
 - Actions (Description & Funds)
- Increased or Improved Services
- Action Tables
 - 23-24 Annual Update Tables
 - 24-25 Action Tables

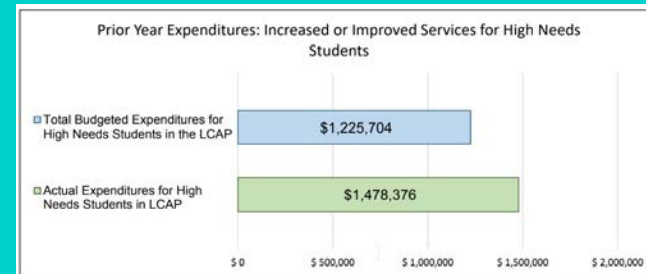
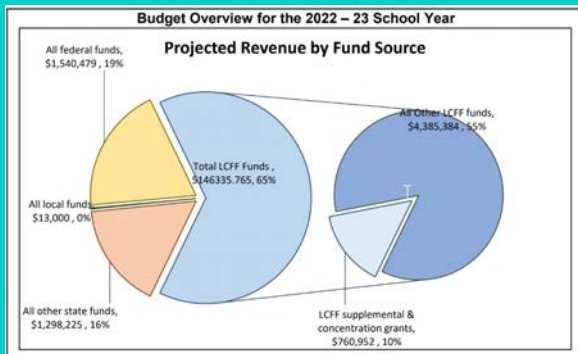


Budget Overview for Parents

A concise summary of
revenues and
expenditures for prior
and upcoming year.



Each LCAP has in the first three pages a high level summary of 24-25 projected revenue & LCAP budget, plus 23-24 use of Supplemental/Concentration funds.



2023-24
LCAP
Annual
Update

Outcomes
Goal Analysis
Changes

23-24 LCAP Goals

1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups
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
3	School environment will be safe and welcoming for all students
4	Rocketship students will become self-motivated, competent, and lifelong learners and will develop a deep love of learning.
5	Rocketship parents are engaged in their students' education



LCAP Goal 1

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

Successes	Challenges	Effectiveness	Changes 24-25
Math and Reading Curriculum adoption implementation.	Continuing to personalize instruction while using external curriculum.	Somewhat Effective	Moved 1.1 Curriculum action to Goal 2 for better alignment.
SPED—gathering cross-discipline/provider aligned recommendations for students to give all providers a full picture of student needs.	Need for cross discipline/team assessment calendars to align all providers on same date.		Changed Love of Reading to Rocketship Reads.
Designated ELD happening with fidelity and higher quality than ever before.	Universal Strategies rollout for Integrated ELD was not strong—need to either revisit or return to GLAD strategies—under consideration.		

LCAP Goal 2

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

Successes	Challenges	Effectiveness	Changes 24-25
P.D. supported implementation of new curriculum.	Differentiating p.d. On new curriculum for teachers, given it was new for all.	Highly Effective	Combined Assessment and Data Days actions into Data Driven Instructional Practices
Strong proctoring of ELPAC tests—due to strong retention & enhanced training.	Adapting some reporting structures with new curriculum.		
Data analysis led to gains in % of students on track in reading levels & increases in end of unit module assessments	mClass, new reading assessment, tracks major skills but doesn't give specifics to the letter, so we had to supplement reading assessment.		
Leadership Development p.d. And core block coaching look-fors.	Adjusting teachers' intellectual prep structures to account for teachers' increased need for time to internalize new curriculum.		



LCAP Goal 3

School environment will be safe and welcoming for all students

Successes	Challenges	Effectiveness	Changes 24-25
<p>Internal metrics show Operations improved significantly this year. Highlights include improvements in safety, joy, and efficiency at recess.</p>	<p>Traffic safety at dropoff and pickup for some schools, particularly RFZ and RSA.</p>	<p>Effective</p>	<p>Restructuring actions to: combine BOM and Ops Specialist roles in an Ops staffing action.</p>
<p>Variety of successful safety and facility upgrades.</p>	<p>Some staffing challenges.</p>		<p>Combine janitorial with maintenance in one action.</p>
			<p>3.3 will become Safety Trainings. 3.4 will become School-wide Ops Systems and Routines.</p>



LCAP Goal 4

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

Successes	Challenges	Effectiveness	Changes 24-25
Every 4th/5th cohort attended science camp this year.	Some sites had lower than 80% attendance at science camp.	Somewhat Effective	Field Trips to become Outdoor Education and Community Experiences
Care Corps expanded reach to 3 times as many families served.	High emotional toll on staff when community partners have insufficient resources to help our families—with housing and other needs.		
	Some enrichment staffing issues, particularly science.		



LCAP Goal 5

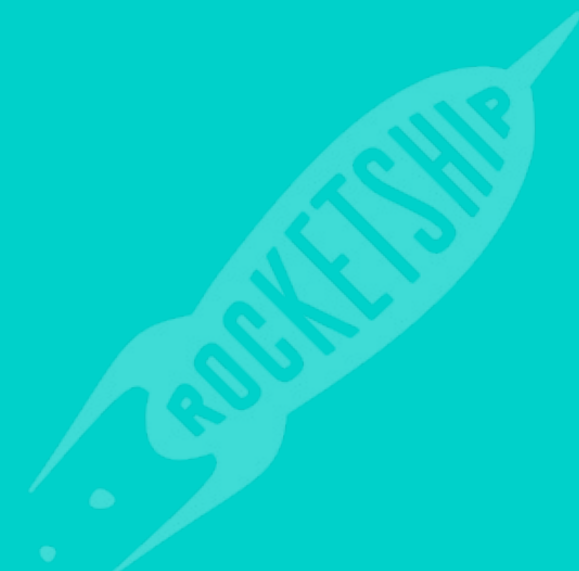
Rocketship parents are engaged in their students' education

Successes	Challenges	Effective-ness	Changes 24-25
Added family survey in fall allowed for greater responsiveness.	Finding time for home visits.	Effective	Added Attendance Initiatives action for 24-25.
Added cultural celebrations in response to family feedback.	Some language barriers for staff in home visits, usually solved by pairing up staff members.		Realigned actions in Goal 5 for greater coherence.
High satisfaction on orientations.			
Los Dichos high participation overall—exceeding our goal of 2 family members per classroom (avg 3).			



LCAP Public Hearing:

24-25 LCAP Goals & Actions



LCAP Goals

1	Improve Rocketeers' proficiency in key content areas, overall and for key subgroups.
2	Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum.
3	School environment will be safe, welcoming, joyful, and efficient for all students and families.
4	Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.
5	Rocketship families are engaged in their students' education and advocate for their communities.

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

Goal 1 Actions

- Personalized Learning
- Special Education supports
- Services to Support Multilingual Students
- Rocketship Reads

Goal 1 Outcomes

- CAASPP ELA
- CAASPP Math
- CAST Science
- NWEA Reading
- NWEA Math
- English Learner Progress Indicator (ELPI)
- Reclassification



Goal 2: Rocketeers will be taught by highly qualified teachers and educators with robust training and development on common core standards aligned curriculum

Goal 2 Actions

- High quality, research-based curriculum
- Professional Development
- Data Driven Instructional Practices
- Instructional Coaching
- Teacher Credentialing
- Culturally Responsive Pedagogy

Goal 2 Outcomes

- Student access to their own copies of standards aligned instructional materials for use at school and at home
- Number/% of total and EL teachers credentialed & properly assigned
- % of adopted standards including ELD standards implemented



Goal 3: School environment will be safe, welcoming, joyful, and efficient for all students and families

Goal 3 Actions

- Operations Staffing & Development
- Facilities Maintenance
- Safety Training
- School-wide Operational Systems & Routines

Goal 3 Outcomes

- Do facilities meet the “good repair” standard
- % of students feel safe on campus (As measured by student survey)
- % of families feel campus is safe (As measured by family survey)



Goal 4: Rocketship students will have access to opportunities that support them to become well-rounded, self motivated, engaged community members.

Goal 4 Actions

- Enrichment
- Outdoor Education and Community Experiences
- Social Emotional Learning
- Care Corps

Goal 4 Outcomes

- Students feeling connected
- Parents feeling connected
- Parent survey participation
- Suspension
- Expulsion
- Student access to broad course of study

Goal 5: Rocketship families are engaged in their students' education and advocate for their communities.

Goal 5 Actions

- Family Engagement
- Family Advocacy and Leadership
- School-Family Partnership
- Los Dichos
- Attendance Initiatives

Goal 5 Outcomes

- % parents on track to complete participation hours
- % Home visits completed
- % of parents who are satisfied with their school
- Chronic Absenteeism
- Attendance

LCFF Increased/Improved Services for English Learners, Low Income, and Foster/Homeless Youth

- Personalized Learning
- Reading Engagement
- Professional Development
- Assessments
- Coaching
- Data Days
- Business Operations Manager
- Operations Specialists
- Enrichment
- Field Trips
- Social Emotional Learning
- Family Outreach

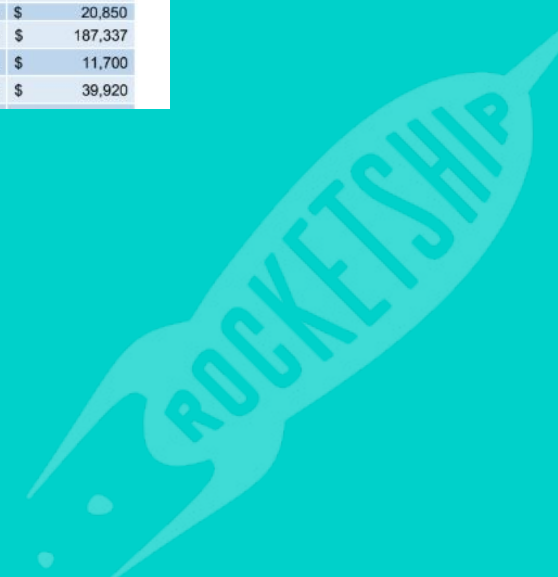


Each LCAP has a set of action tables at the end. These show estimated actuals for current year LCAP expenditures and detailed LCAP expenditures for 24-25.

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,665,509	\$ 287,622	\$ -	\$ 405,073	2,358,204	\$ 1,619,473	\$ 738,731

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards-Aligned Instruction & Materials	All	\$ 40,640	\$ -	\$ -	\$ -	\$ 40,640
1	2	Personalized Learning		\$ 274,561	\$ -	\$ -	\$ 167,888	\$ 442,448
1	3	Special Education Supports	Special Education	\$ -	\$ 81,997	\$ -	\$ -	\$ 81,997
1	4	Services to Support Emerging Bilingual Students	EL	\$ -	\$ -	\$ -	\$ 24,836	\$ 24,836
1	5	Love of Learning Campaign		\$ 20,850	\$ -	\$ -	\$ -	\$ 20,850
2	1	Professional Development		\$ 187,337	\$ -	\$ -	\$ -	\$ 187,337
2	2	Assessments		\$ 11,700	\$ -	\$ -	\$ -	\$ 11,700
2	3	Data Days		\$ 39,920	\$ -	\$ -	\$ -	\$ 39,920



Focus areas for input

1. Strengths
2. Needs
3. Suggestions



24-25 LCAP Written Comments

We welcome the input of our families and members of the public. To submit written comments on the 24-25 LCAP, please email compliance@rsed.org by 5pm PST on Thursday, 6/6/24.



Next Steps

Thank you for working together to review our progress towards meeting our LCAP goals. Next, we will use the input received to inform updates to our future plans.

.....Thank you!



Approve Resolution 2024-01: Declaration of
Need for Fully Qualified Educators for
Rocketship California Schools



Declaration of Need

The Declaration of Need (DON) is a document used to inform the Commission on anticipated needs for emergency permits. It must be approved by the **charter school's governing board annually** prior to being filed with the CA Commission on Teacher Credentialing.

The Declaration of Need being presented to the Board is for the 24-25 school year.

- The Emergency Permits being tracked include:
 - a. Cross Cultural, Language and Academic Development (Emergency CLAD)
 - b. The General Education Multiple Subject Limited Assignment (GLAP)
 - c. The Emergency Specialist Teaching Permit in Early Childhood Education (PK-3 Permit)
- The emergency permit projected numbers are estimates as we don't typically utilize many of these permits to provide compliance coverage. We have estimated 5 for each campus to provide flexibility if needed.
- Once signed by the board the Credentialing team can start to apply for Emergency Permits for the 24-25 school year.

-

Action Steps

- The Board President to sign off on the 24-25 Resolution Document
- The Board Secretary to sign off on all CL 500 forms



Definitions and Terms

- **Cross Cultural, Language and Academic Development (Emergency CLAD) for temporary English Learner Authorization**
 - All CA Instructional Staff, including school leaders, must hold English Learner Authorization.
 - The purpose of the Emergency CLAD is to allow qualified individuals to be employed while completing requirements for the English Learner Authorization/CLAD Certificate.
 - Permits are valid for one year and may be renewed up to three times.
- **The General Education Multiple Subject Limited Assignment (GLAP) for temporary Multiple Subject coverage on a single subject credential**
 - All Rocketship Teachers must hold the Multiple Subject Authorization on their teaching credential.
 - The General Education Multiple Subject Limited Assignment Teaching Permit (GLAP) is applied for when we have a teacher on a Single Subject Credential. The GLAP authorizes the holder to teach self-contained classes.
 - The GLAP is valid for one year and may be re-issued twice in any one specific subject.
- **The Emergency Specialist Teaching Permit in Early Childhood Education (PK-3 Permit) is for teachers with ample Early Education credits**
 - The State has new credentialing requirements for TK teachers.
 - The PK-3 Permit is an emergency specialist teaching permit in early childhood education that authorizes teaching all subjects in a self-contained transitional kindergarten general education classroom.
 - The PK-3 Permit is valid for one year and is renewable one time for a total of two issuances.



Staff Satisfaction/DEI Survey and Next Steps

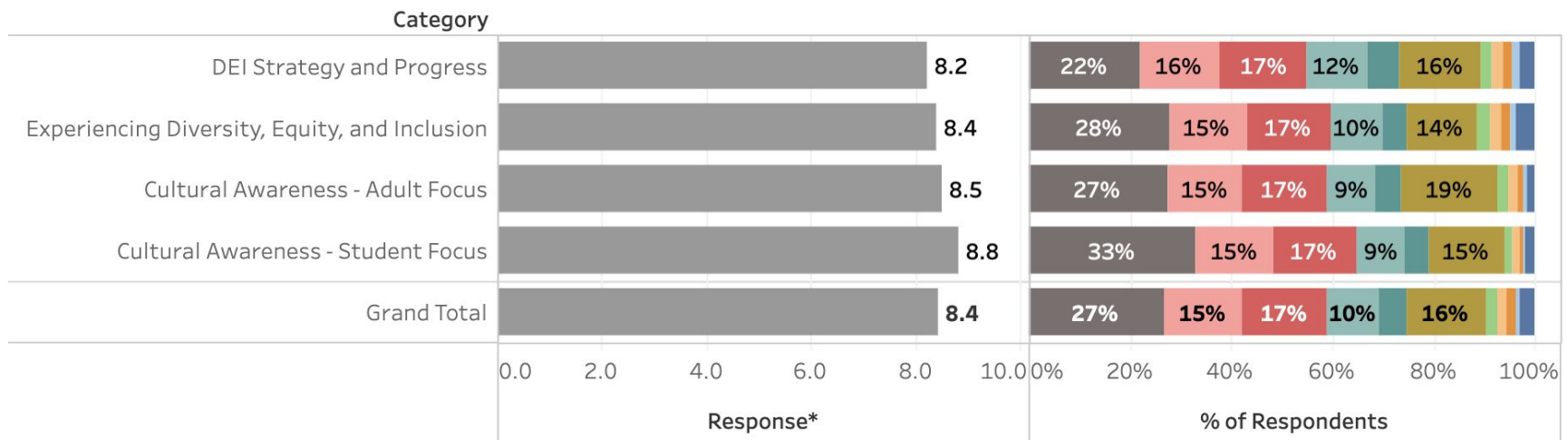


DEI Survey: Agreement by Survey Category

- All DEI survey categories are at 70% agreement or higher. This is a decrease from the 22-23 year which DEI survey categories were at 80% except for the Experiencing DEI category. Cultural Awareness-Student Focus category has the highest number of agreement at 78.92%.
- Similar to the past 2 years of survey data, the Experiencing DEI category was one of the lowest levels of agreement (74.69%). However, the current survey shows DEI Strategies and Progress to have the lowest level of agreement (73.30%) based on questions regarding training and self reflection.

DEI Categories

2023-24 Avg Score Ratings and Distributions



DEI Strategy and Experience: Agreement and YoY Change

- Highest agreement questions are centered in two areas: 1) demonstrating respect for others [“our culture respects individuals and values differences” (**84%**) and “I am treated with respect and feel valued” (**84%**).] 2) inclusivity [I can show up to work as my authentic self (**84%** - this is an increase from last year of 2%)]
- It is notable to mention that we have decreased by 5% around staff reporting they have had to interrupt acts of bias and/or microaggression.
- There are significant decreases the questions “we have training that is connected to our DEI strategy and goals” (-12%) and “I am encouraged to think deeply about race-related topics” -13%.

Category	Question (group)	2023-24	
		% Agree [1-10 scale]	Difference in % Agree..
DEI Strategy and Progress	I am a better practitioner because of our DEI strategy.	68%	-4%
	I am aware of our organization’s DEI strategy and goals.	75%	-8%
	I have started to reflect on how components of DEI impact my work.	77%	-7%
	I know how my role connects to our DEI strategy and goals.	74%	-4%
	Our leaders prioritize DEI.	75%	-4%
	We have training that is connected to our DEI strategy and goals.	70%	-12%
Experiencing Diversity, Equity, and Inclusion	Career advancement is equally accessible for all.	71%	-4%
	I am treated with respect and feel valued at Rocketship.	84%	-2%
	I can show up to work as my authentic self.	84%	2%
	I feel like I belong at this organization.	80%	-2%
	If I feel excluded, Rocketship has systems in place to address the exclusion and ensure it is not repeated.	65%	1%
	In the last year, I have interrupted acts of bias and/or microaggressions.	31%	-5%
	My colleagues invest time to get to know me as a person.	83%	-1%
	Our culture respects individuals and values differences.	84%	-3%
Our organization recognizes and eliminates exclusion.	75%	-1%	
Cultural Awareness - Adult Focus	At my school/On my team, I am encouraged to think more deeply about race-related topics.	66%	-13%
	I am able to participate in and initiate conversations about identity that result in me feeling valued.	73%	-6%
	I am comfortable discussing race-related topics with my colleagues.	78%	-5%
	I am comfortable discussing topics about additional identity markers with my colleagues (e.g., gender, sexual o..	77%	77%
	I have taken an action to increase inclusion as a result of greater cultural awareness.	73%	-7%



Example Open Field Comments - DEI

Diversity, Equity, and Inclusion

- *“I think we need more training around DEI to ensure staff members of all identity feel safe and connected.”*
- *“More sessions and stamping micro aggressions from the start of the year when building team culture.”*
- *“While there are many things I appreciate about Rocketship and the leadership of my particular team, the organization as a whole does require growth in DEI practices in adult culture and growth in teaching students how DEI brings value to their environment.”*
- *“There needs to be better DEI practices for sites that have predominance in a particular subgroup of STAFF. As a fairly minuscule representation of black women in the Bay Area region of this work, on many occasions I have felt overlooked, disregarded, and have fallen victim to micro aggressive comments, actions, and conversations.”*

Summary Results by Role Group

- **School Leaders agreement is strong** around team culture and cultural awareness for adults and students.
- Notable increases with strong agreement within the two group around organizational structure (BOM +14%, OM+12%).
- **Principals** had the lowest score overall in DEI Strategy and Progress at **48%**.
- **General Education Teachers** had the least movement from the previous year survey.

Role (group)	Organizational Culture 2023-24		Team Culture 2023-24	
	% Agree [1-10 scale] in % Agree..	Difference in % Agree..	% Agree [1-10 scale] in % Agree..	Difference in % Agree..
AP	79%	1%	88%	-4%
BOM	83%	14%	89%	12%
OM	86%	12%	91%	7%
Principal	72%	-11%	90%	-8%
General Education Teacher	71%	2%	78%	-2%
Instructional Support	78%	-1%	81%	-1%
ISE School Staff	82%	8%	83%	3%
Ops Staff	79%	-9%	80%	-6%

Role (group)	DEI Strategy and Progress 2023-24		Experiencing Diversity, Equity, and Inclusion 2023-24		Cultural Awareness - Adult Focus 2023-24		Cultural Awareness - Student Focus 2023-24	
	% Agree [1-10 scale] in % Agree..	Difference in % Agree..	% Agree [1-10 scale] in % Agree..	Difference in % Agree..	% Agree [1-10 scale] in % Agree..	Difference in % Agree..	% Agree [1-10 scale] in % Agree..	Difference in % Agree..
AP	66%	-10%	81%	1%	92%	9%	93%	3%
BOM	72%	-10%	77%	2%	86%	7%	91%	6%
OM	86%	8%	84%	3%	79%	-7%	85%	4%
Principal	48%	-38%	82%	-3%	88%	8%	85%	-5%
General Education Teacher	72%	-6%	72%	0%	74%	-4%	81%	-7%
Instructional Support	76%	-4%	73%	0%	68%	-12%	78%	-8%
ISE School Staff	79%	0%	79%	8%	76%	-1%	80%	-3%
Ops Staff	70%	-14%	71%	-11%	61%	-18%	67%	-19%

Network Core Survey Staff Satisfaction by Role Group

- Rocketship **met our goal of 80% agreement overall in team culture (82%)**, especially school leaders.
- Notable decrease in agreement in multiple DEI categories – DEI Strategy (-7%) and areas related to Cultural Awareness (-7%), especially for NeST and school staff.

Survey Type	Organizational Culture 2023-24		Team Culture 2023-24	
	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree
NEST	82%	-7%	84%	-6%
School Leaders	80%	3%	89%	0%
School Staff	76%	1%	80%	-1%
Grand Total	78%	0%	82%	-2%

Survey Type	DEI Strategy and Progress 2023-24		Experiencing Diversity, Equity, and Inclusion 2023-24		Cultural Awareness - Adult Focus 2023-24		Cultural Awareness - Student Focus 2023-24	
	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree	% Agree	YoY Change in % Agree
NEST	73%	-11%	76%	-6%	76%	-9%		
School Leaders	67%	-12%	81%	1%	88%	5%	90%	2%
School Staff	74%	-6%	74%	-1%	71%	-8%	78%	-8%
Grand Total	73%	-7%	75%	-1%	73%	-7%	79%	-7%



Major Themes for Consideration in 24-25 Org Wide Action Planning

- **DEI - Belonging and DEI Connectedness**
 - *I am aware of our organization's DEI strategy and goals*
 - *We have training that is connected to our DEI strategy and goals.*
 - *In the last year, I have interrupted acts of bias and/or microaggression.*
 - *At my school/On my team, I am encouraged to think more about race-related topics.*

So What's Next...



Rocketship Public Schools Board of Directors Summary of Consent Items - May 29, 2024

Item 2A. Approve minutes from the March 6th, 2024 meeting of the Board of Directors meeting
We held our last Board of Directors meetings on March 6, 2024 and this agenda item puts forth the minutes from that meeting for approval.

Item 2B. Reappoint Courtney Shenberg to the Rocketship Audit Committee and the Rocketship California Board Committee through the end of May 2026

This item reappoints Courtney Shenberg to the Rocketship Audit Committee and the Rocketship California Board Committee to avoid term expiry.

Item 2C. Reappoint Rajen Sheth and Hugo Castaneda to the Rocketship Public Schools Board of Directors through the end of May 2026

This item reappoints Rajen Sheth and Hugo Castaneda to the Rocketship Public Schools Board of Directors to avoid term expiry.

Item 2D. Reappoint Yolanda Bernal Samano and Hugo Castaneda to the Rocketship California Board Committee for the remainder of their term on the Rocketship Board of Directors

This item reappoints Yolanda Bernal Samano and Hugo Castaneda to the Rocketship Public Schools California Board Committee to avoid term expiry.

Item 2E. Reappoint Ruben Solorio to the Rocketship California Board Committee through the end of May 2026

This item reappoints Ruben Solorio to the Rocketship California Board Committee to avoid term expiry.

Item 2F. Reappoint Rajen Sheth to the Rocketship Achievement Committee for the remainder of their term on the Rocketship Board of Directors

This item reappoints Rajen Sheth to the Rocketship Achievement Committee to avoid term expiry.

Item 2G. Reappoint Ken Kumer and Rob Elliott as advisors to the Rocketship Business Committee for a term of 2 years through May 2026

This item reappoints Ken Kumer and Rob Elliot as advisors to the Rocketship Business Committee to avoid term expiry.

Item 2H. Reappoint Brooke Stafford-Brizard as advisor to the Rocketship Achievement Committee for a term of 2 years through May 2026

This item reappoints Brooke Stafford-Brizard as advisor to the Rocketship Achievement Committee to avoid term expiry.

Item 2I. Approve the Rocketship Public Schools Expanded Learning Opportunities Program (ELOP) Plan for all thirteen California Rocketship schools

Please see attached Executive Summary.

Item 2J. Approve the Prop 28 Annual Report for Fiscal Year 2023-2024 for all thirteen California Rocketship schools

Please see attached Executive Summary.

Item 2K. Ratification of the Rocketship Audit Committee approval the revised scope of work from CliftonLarsonAllen (CLA) for the FY24 Audit

Please see attached Executive Summary.

Item 2L. Approve Uniform Complaint Procedures (UCP)

Please see attached Executive Summary.

Item 2M. Approve Title IX Policy and Grievance Procedures

Please see attached Executive Summary.

Rocketship Public Schools National Board of Directors Meeting (2023-24 Q3) (Wednesday, March 6, 2024)

Generated by Cristina Vasquez on Thursday, March 7, 2024

1. Opening Items

A. Call to order

At 3:09pm, Mr. Jordan took roll call. With a quorum of board members present, Mr. Jordan called the meeting to order. Present: Greg Stanger, June Nwabara, Daniel Velasco, Charmaine Detweiler, Yolanda Bernal Samano, Rajen Sheth, Michelle Mercado, Dan Sanchez, Deb McGriff, Ray Raven, Joey Sloter, Brian Kilb, April Taylor, Alex Terman, Louis Jordan

Absent: Mike Fox, Julie Miller, Malka Borrego, Hugo Castaneda, Deja Gipson, *Peter Philpott (advisor)

B. Public comment on off-agenda items

At 3:10pm, Mr. Jordan called for public comment on off-agenda items. No members of the public provided comment.

2. Consent Items

A. Approve minutes from the January 17, 2024 meeting of the Board of Directors

B. Approve revised EL Identification, Reclassification and Monitoring Policy

C. Approve the First Modification and Extension of Lease between 309-311 Park Plus Blvd, LLC and Rocketship Education

D. Approve 2024 School Safety Plan for all Rocketship schools

E. Appoint Kamuzu Saunders as advisor to the Rocketship Business Committee through the end of March 2026

F. Acknowledge and approve the Second Interim Reports for all California Rocketship schools: Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep

G. Approve CliftonLarsonAllen (CLA) as auditor for the fiscal year 2023-24 consolidated audit of Rocketship Education and its affiliated entities, as recommended by the Rocketship Audit Committee

H. Delegate authority to the Rocketship Audit Committee to amend the CliftonLarsonAllen (CLA) 23-24 Audit Engagement Letter/Statement of Work

I. Delegate authority to the Rocketship Audit Committee to approve the IRS Form 990 for year ending 6/30/23

J. Approve revised School Council and Committee Policy for California Rocketship Schools

K. Approve Collective Banking Resolutions for PNC Group for Rocketship Education Wisconsin, Inc

L. Approve Collective Banking Resolutions for PNC Group for Rocketship Education District of Columbia Public Charter Schools, Inc.

M. Approve Collective Banking Resolutions for PNC Group for Rocketship Education

At 3:11pm, Mr. Stanger made a motion to approve the consent items. This motion was seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Greg Stanger, June Nwabara, Daniel Velasco, Charmaine Detweiler, Yolanda Bernal Samano, Rajen Sheth, Michelle Mercado, Dan Sanchez, Deb McGriff, Ray Raven, Joey Sloter, Brian Kilb, April Taylor, Alex Terman, Louis Jordan

N: --

Abstain: --

3. Agenda Items

A. Approve the 24-25 California Food Service Vendor Contracts with Lunch Master and Chefables

At 3:12pm, the board discussed agenda item 3(A).

At 3:34pm, Mr. Sanchez made a motion to approve item 3(A). This motion was seconded by Mr. Velasco, and carried unanimously by roll call vote.

Y: Greg Stanger, June Nwabara, Daniel Velasco, Charmaine Detweiler, Yolanda Bernal Samano, Rajen Sheth, Michelle Mercado, Dan Sanchez, Deb McGriff, Ray Raven, Joey Sloter, Brian Kilb, April Taylor, Louis Jordan

N: --

Abstain: Alex Terman (unavailable for vote)

B. Board Updates (CEO, Regional, Board Chair, Committee Chair, and Development)

At 3:35pm, the board discussed agenda item 3(B). No action was taken.

C. 23-24 Mid Year NWEA Data and Response

At 4:10pm, the board discussed agenda item 3(C). No action was taken.

4. Break

At 5:24pm, the board took a break after agenda item 5(A).

5. Agenda Items (contd.)

A. Staff Satisfaction & DEI Survey Results

At 4:52pm, the board discussed agenda item 5(A). No action was taken.

B. Five Year Strategic Plan Review & Approval

At 5:31pm, the board discussed agenda item 5(B).

At 5:31pm, Daniel Velasco left the meeting.

At 5:55pm, Mr. Jordan made a motion to approve item 5(B). This motion was seconded by Ms. Nwabara, and carried unanimously by roll call vote.

Y: Greg Stanger, June Nwabara, Charmaine Detweiler, Yolanda Bernal Samano, Rajen Sheth, Michelle Mercado, Dan Sanchez, Deb McGriff, Ray Raven, Joey Sloter, Brian Kilb, April Taylor, Alex Terman, Louis Jordan

N: --

Abstain: --

6. Closed Session

A. Conference with Legal Counsel -- Existing Litigation Pursuant to Paragraph (1) of subdivision (d) of Government Code § 54956.9 Name of case: Knox v. Rocketship Education, et al., Case No. 24-CIV-00327

At 5:56pm, Ms. Nwabara made a motion to move to Closed Session. This motion was seconded by Mr. Sanchez, and carried unanimously by roll call vote.

Y: Greg Stanger, June Nwabara, Charmaine Detweiler, Yolanda Bernal Samano, Rajen Sheth, Michelle Mercado, Dan Sanchez, Deb McGriff, Ray Raven, Joey Sloter, Brian Kilb, April Taylor, Alex Terman, Louis Jordan

N: --

Abstain: --

Public report on actions taken in closed session

At 6:24pm, Mr. Jordan reported that no actions were taken on items 6(A) during the closed session.

7. Break

At 6:25pm, the board took a break.

At 6:25pm, Rajen Sheth, Alex Terman, Joey Sloter and Brian Kilb left the meeting.

8. Agenda Items (contd.)

A. Group discussion with Bay Area Parent Advisory Board and parent leaders

At 6:57pm, the board discussed agenda item 8(A). No action was taken.

9. Adjourn

At 7:40pm, Ms. Nwabara made a motion to adjourn the meeting. This motion was seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Greg Stanger, June Nwabara, Charmaine Detweiler, Yolanda Bernal Samano, Michelle Mercado, Dan Sanchez, Deb McGriff, Ray Raven, April Taylor, Louis Jordan

N: --

Abstain: --

ROCKETSHIP PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
May 29, 2024

Agenda Item: 21. Subject: Approve the Rocketship Public Schools Expanded Learning Opportunities Program (ELOP) Plan for all thirteen California Rocketship schools		OPEN/ACTION
		INFORMATION
	X	CONSENT

Recommendation(s):

Rocketship staff recommend the Rocketship Education Board of Directors (“Board”) approve the Rocketship Public Schools Expanded Learning Opportunities Program (ELOP) Plan for all thirteen California Rocketship schools.

Background:

In 2022, the California Legislature created the Extended Learning Opportunity Program. It provides funding for afterschool and summer programs for transitional kindergarten through sixth grade students. It requires the program be offered to all unduplicated pupils that attend each LEA. This funding is separate from ASES (After School Education and Safety) grant, which is awarded to LEAs that apply.

In August of 2023, the Board approved the Memorandum of Understanding with the Boys and Girls Club of Silicon Valley to provide after school services that meet the requirements of the ELOP program to Rocketeers at all thirteen of our CA schools.

The Boys and Girls Club and Rocketship California regional team have jointly developed the ELOP Program Plan for each campus, which is required to be formally approved by the Local Educational Agency’s governing board.

The program plan follows the template developed by the CDE, which contains all plan elements as required by EC Section 46120(b)(2). In the program plan, we describe program activities that support the whole child as well the students’ social emotional learning and development.

Summary of Previous Board Action by Board:

None

Fiscal Impact:

None

Submitted by:

Paul Nguyen, Associate Director of Extended Learning

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
Rocketship Public Schools, California
Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Alma Academy

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

Expanded Learning Opportunities Program Plan Guide

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

Expanded Learning Opportunities Program Plan Guide

Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

Expanded Learning Opportunities Program Plan Guide

age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

Expanded Learning Opportunities Program Plan Guide

hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
Rocketship Public Schools, California
Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Brilliant Minds

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
Rocketship Public Schools, California
Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Delta Prep

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Discovery Prep

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
Rocketship Public Schools, California
Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Fuerza Community Prep

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Futuro Academy

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Los Sueños Academy

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
Rocketship Public Schools, California
Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Mateo Sheedy Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Mosaic Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Redwood City Prep

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Rising Stars Academy

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
Rocketship Public Schools, California
Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Sí Se Puede Academy

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

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1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

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Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

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EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

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federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

**Expanded Learning Opportunities
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES
PROGRAM PLAN GUIDE**

**ROCKETSHIP
PUBLIC SCHOOLS**

Prepared by:
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Extended Learning Department
2001 Gateway Pl.
Suite 230E
San Jose, CA 95110

Expanded Learning Opportunities Program Plan Guide

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Rocketship Public Schools

Contact Name: Maricela Guerrero, California Executive Director

Contact Email: compliance@rsed.org

Contact Phone: +877-806-0920 x 202

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Rocketship Spark Academy

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

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This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of

Education's (CDE) Quality Standards and CQI web page, located at

<https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

- Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Rocketship Public Schools as the LEA subcontracts to the YMCA ("Y") &

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Boys & Girls Club of Silicon Valley (“BGCSV”). After School Program (ASP) to provide after school services for our school sites. Students will attend the After School Program at their school; therefore, safe travel to the program site is not an issue. Most students are picked up by family members who are required to sign students out of the program when they are picked up. Students who walk home are required to have a walk home permission slip on file.

YMCA & BGCSV after school programs are ADA compliant and maintained to minimize risk to students and staff. Our commitment to safety has produced policies and procedures to protect students and staff. We conduct ongoing site safety reviews and train Y staff in risk management, safety and first aid, injury, illness, child abuse prevention, and school safety procedures, which include lockdown and fire drills. We participate in city gang task forces and maintain strong relationships with local police.

Our policies prohibit releasing students to anyone not on the parents’ list or under the influence of drugs or alcohol. We check IDs when an unrecognized person tries to pick up a student, monitor anyone loitering on campus, and call the police about suspicious individuals. Staff monitor students’ whereabouts, maintain a daily sign-in/out roster, and stay with any student not picked up by 6 pm until the situation is resolved.

- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.

The Y and BGCSV work closely with school site staff on each site’s safety plan, which is updated annually. Our ASP program staff follow all school and district policies and procedures pertaining to safety, as well as the Y’s and BGCSV’s safety policies outlined above. Additionally, we focus on a monthly safety topic and complete safety drills, which ensure the safety of students and staff within the program.

Y and BGCSV staff train with school site staff on a variety of procedures to align with the school day practices including active shooter on campus, lockdown, earthquake and fire, evacuation, and medical emergency response. Our Site Directors create school-aligned health and safety plans for all ASPs that are consistent with the plans required by law for regular day programs (fire, lockdown, earthquake, etc.). ASP safety plans and procedures are discussed and evaluated at staff meetings and updated as needed. Site Directors participate in all regular day safety trainings and drills, and all Y and BGCSV ASP staff and students participate in safety drills during ASP that mirror those done during the regular day to ensure consistency.

Staff receive extensive safety training during their annual summer staff training and initial training (within 30 days of a new hire), which includes 20 hours of safety instruction on 13 topics ranging from child abuse prevention and risk management and first aid/CPR to blood-borne pathogen training.

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Parents receive information about safety procedures in a Back to School packet at the beginning of each school year. Each family completes a health history form upon enrollment and Y and BGCSV staff review the forms for the children in their group. All staff are aware of individual students' significant health issues such as allergies, asthma, and diabetes. All staff are also aware of particular children's medication needs. All medications are locked up (unless they are lifesaving like an epi-pen or inhaler - then staff carry them in a first aid fanny pack on their hip) and strictly administered and documented according to parent instructions. If a child has a disability or special need, Y and BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. Y and BGCSV staff will also receive training on trauma-informed services to help better serve our youth from a healing perspective.

Staff wear uniforms and name badges so they are easily identifiable to children, families, and school personnel. Students are signed in and out each day. Attendance is taken at the beginning of the program and all students who are expected to attend are accounted for by their leader. Over the course of the program, staff account for the students in their group so they know where they are at all times (students are signed in and out for parallel programs as well). Staff escort students to the restrooms in strict accordance with our bathroom policies. All leaders have emergency information for the students in their group in case of an emergency both on campus and during field trips. Parents sign their children out at the end of the day.

Our ASPs follow district and department protocol for handling student incidents and maintain a record of student incidents and accidents with written reports and phone records. These documents are shared with instructional day staff as well as with families. Program staff have on site files that contain contact information for emergency responders in the district and local community. The Site Director carries all principal and key district administrator cell phone information, and contacts them in the event of emergencies and as soon as the immediate safety of the children are secured.

- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.

With a focus on our core values of caring, honesty, respect and responsibility, students are given "voice and choice," the opportunity to give input in their program and this includes curriculum based on their interests. The YMCA & BGCSV has a strong relationship with each of the school administrators and teachers who also give their input about core day academic alignment with the after school activities. Youth will have opportunities to:

- Build Program content
- Practice and understand safety measures that are aligned with the school day
- Provide programming that is fun and engaging for the students

The YMCA & BGCSV works with our school administration to provide a positive school climate. Each small group of students is grouped up by grade level and we ensure

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age-appropriate curriculum all grade levels include moderate to vigorous activity daily. We partner with Apperson Evo for a social-emotional learning assessment (DESSA) in order to track student engagement, set goals, identify school needs, and track progress toward improvement. Projects and activities are then utilized to target areas of social-emotional learning that meet students' needs and help build healthy relationships, goal-directed behavior, personal responsibility, decision-making skills, self-awareness, social awareness, and optimistic thinking.

All YMCA & BGCSV staff are trained in classroom management, appropriate discipline measures, and creating emotional environments that are caring and have high expectations for each student. Students work with staff to create their group norms/agreements at the beginning of the year. These agreements are visible in each classroom and the staff and students continuously work together to create a positive environment. Project Cornerstone, a YMCA-led collaborative working for positive youth development in Santa Clara County, provides anti-bullying workshops for students and staff to help create a caring school climate with zero tolerance for bullying. Clear rules, consistent with the school day, are enforced by Y and BGCSV staff in partnership with school-day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand the consequences of their behavior.

Further, our program aligns with the 40 developmental assets identified by the Search Institute as supporting positive youth development. Staff are explicitly trained to understand the developmental stages of children in grades TK-8 and to provide activities and relationships that support youth development such as School Engagement; Caring School Climate; Relationships with Caring Adults; Relationships with Peers; Self-Esteem; Sense of Purpose; Planning and Decision Making; Peaceful Conflict Resolution; Cultural Competence; and Sense of Belonging.

While staff are trained in the developmental stages of school-age children, they also work closely with families and the schools to understand the unique developmental stages and needs of each child. Curriculum and activities are planned by grade level to address general developmental stages and customized to address individual needs in delivery and content.

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2—Active and Engaged Learning

- Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Alignment with the Common Core Standards is pivotal to program design. The Educational and Literacy Element contains a combination of school district curricula and certified aligned after-school curriculum products such as Social Emotional Learning through Apperson Evo, Mixing in Math, and CATCH (Coordinated Approach to Childhood Health.) In addition, the ASES program wraps around and coordinates with existing supplemental educational programs at each school site, such as extended day intervention and enrichment programs. Students who enroll in the ASES program and receive extended day instruction continue this assistance as part of the comprehensive program. Homework assistance is a daily component of the program. YMCA & BGCSV staff is trained in providing effective support and assistance to children in working through assignments. In addition, the program hires a teacher liaison to support academic alignment to the school day.

The YMCA & BGCSV uses the Weikart Center's research-based improvement system to help youth programs set meaningful improvement goals based on data, enact new practices, and create powerful developmental environments for youth. Weikart uses a program quality assessment that YMCA & BGCSV staff conduct during the fall. Based on the needs of each site Weikart provides specific focuses which include these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community
6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the YMCA & BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages YMCA & BGCSV experience in this area to provide safety around water, family nights at the YMCA & BGCSV, group exercise classes, youth sports teams, and performing arts. Youth development includes character education, service learning, and a constant focus on creating positive relationships among program participants and staff. Guest speakers focus on issues of aspirations and goal setting, respecting diversity, conflict resolution, and career goal setting. Creative enrichment includes a variety of arts/crafts activities as well as classes in performing arts, culinary, and/or gardening. Club programs integrate the interests of the youth and include

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hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

Overall, after school activities are planned and implemented to meet both long-standing and evolving needs identified by students, school staff, and families. These include:

- Academic support in core subjects through small group, differentiated instruction facilitated at the school site, by YMCA & BGCSV After School Leaders, to meet identified needs for kids who are not at grade level academically, and the schools' needs to bring students up to grade level. (Daily, 30-45 minutes)
- Academic enrichment through STEM, and digital arts, to address needs for student engagement and meaning-making, to spark curiosity, and enable students to develop skills mastery. (Weekly, 30-45 minutes)
- Healthy eating and physical activity, including CATCH, activity clubs, dance, sports, and nutrition education to combat childhood obesity and develop life-long healthy habits. (Daily 30 minutes)
- Youth development activities: project-based learning for skill-building, teamwork, and leadership development; college and career exploration to meet needs for students to have positive goals for their future; and leadership development, to address students' needs to make a difference, to have a voice, to belong, and to practice exercising responsibility.
- Social Responsibility activities such as service learning projects (1x/quarter), multicultural arts activities and performances, global learning, and cultural exploration, to meet the community's need for culturally aware and competent citizens.
- Parent/Caregiver engagement through quarterly events and volunteer opportunities, e.g. family events, parent training, and connecting parents to other parents, to meet students' needs for family support and promote families' participation.

Our programming is designed to be intentional while providing structure to engage students academically and get them to grade level.

Rocketship Public Schools does not obtain ASES Summer Supplemental funding and the YMCA & BGCSV continue their efforts into the summer with our Summer Learning Programs.

One example of program activities that have evolved in response to widespread need and our efforts to address food insecurity among families at our ASPs. As we learned from our line staff and school partners that families were struggling with access to fresh produce and other basics, the Y developed partnerships with farmers' markets, food distribution networks, school and community garden projects, and CalFresh providers to help families eat better. Together we support snack/meal programs to ensure that our ASP participants eat a full, nutritionally fortified meal every school day.

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We constantly assess student needs through formal and informal feedback systems (many described below) that include surveys, social-emotional assessments (DESSA), youth voice and choice conversations, ongoing school-site staff conversations, and PQA stakeholder conversations. We use findings to refine programming on an ongoing basis.

3—Skill Building

- Describe how the program will provide opportunities for students to experience skill building.

YMCA & BGCSV staff work closely together with school day administration and teachers to create a bridge between the school day and out of school time for those students who need additional support. The school administration and teachers work hand in hand with the YMCA & BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA & BGCSV provides homework support and small group or one on one assistance for those students with an IEP or who are identified as having special learning circumstances.

Our programs use the “4c’s: collaboration, communication, critical thinking, and creativity,” to teach 21st Century skills throughout our project-based learning in all areas. Staff develop activities using the SAFE lesson planning tool, laying out Sequenced, Active, Focused, and Explicit Learning goals, and communicate those goals to students. Staff explain the activity step-by-step and how it builds on other activities; they create activities that require hands-on engagement; they demonstrate and practice skills with youth; and they focus specific time and attention on skill development. Each activity also includes observation and reflection on the learning objective and skills learned.

In addition to our STEM programs, our entire curriculum is built around teaching and promoting 21st Century skills. As mentioned above, our after school clubs hold culminating events presented to the school and/or parents, such as drama, dance, and music performances and forums in which participants share their experiences and teach other students the skills they have learned. Through academic enrichment and clubs, lessons build on one another, leading to students’ development and mastery of hard and soft skills.

4—Youth Voice and Leadership

- Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Active student engagement is the cornerstone of a strong youth development program, and the Y and BGCSV embed the following youth development principles into every activity: (1) youth are valued and encouraged to bring their assets to the table; (2) adults and youth work in partnership and youth are active agents in the program; (3) youth attend, participate, contribute, and lead through positive youth development activities;

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and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y and BGCSV programs.

Youth experiences and their leadership are valued. Leadership opportunities for all youth; not just presumed “leaders” are available. Students take an active role in managing their own time and learning as well as engage in opportunities to shape programs through scaffolding, designation of roles and responsibilities. Staff provides support and safety for student decisions and leadership roles.

Staff are trained to assess the quality of the learning environment in our after-school and summer learning programs by utilizing the Weikart Youth Program Quality Assessment (PQA) tool (discussed in more depth in Section 10). Program staff learns to identify and act on opportunities for youth involvement and voice in all activities, such as creating community agreements and having students function as line leaders, supply monitors, physical activity leaders, timekeepers, recorders, and more. The goal of youth involvement and leadership is ultimately youth ownership of the program and an opportunity to develop and enhance their skills and competencies

- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

We promote student leadership or Leaders in Training (LIT), who propose, plan, and lead club activities, cross-age tutoring, health presentations, and service learning projects. LITs, with staff guidance, help other students brainstorm activity ideas and vote for clubs. They present and role model content to younger students around core values of caring, honesty, respect, and responsibility. LITs also help set up and deliver lessons alongside staff members.

LITs provide ongoing leadership to the programs. They also help set up and deliver lessons both alongside staff members and on their own under staff supervision. They contribute freely to planning activities and provide feedback to the program and have many times influenced schedules (e.g. physical activity before homework), curricula, snacks, activity implementation, and after school climate. With the confidence they build as student leaders after school, some LITs have also influenced policy and practice during the school day around school lunch menus and caring school climates.

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real-world problems that they identify in their communities (e.g., service learning).

As part of our commitment to positive youth development, our program structures clubs and activities so that students in lower grades can make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or

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interests for activities and clubs. Once we have their interests, we plan the curriculum and activities. We expect and encourage all students to take an active role in choosing which enrichment activities they want to participate in. Enrichment choices vary each semester, so students are able to explore a wide range of options over time. We have found that giving students the opportunity to explore their interests while learning new skills increases their engagement and overall satisfaction in the program. Students in lower grades have opportunities to exercise their powers of choice by voting for activities, themes, and ideas for events, projects, and summer field trips; exercising choices among different activities when two or more are planned; and completing surveys about the program to share their ideas and voice.

We believe that service learning is an excellent opportunity that promotes leadership, teamwork, and connection to the community, building critical developmental assets. After school, students identify needs in their community and engage in reflection and evaluation of the projects that then inform future projects locally, nationally, or globally. Some examples of service learning projects for older students in our after-school program are Second Harvest's Food Drive, which provides food for families and the community; school site cleanups; and creating care packages for homeless shelters.

5—Healthy Choices and Behaviors

- Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The after school program at Rocketship Public Schools aligns with [Rocketship Education's Local School Wellness Policy](#).

Rocketship Public Schools ("Rocketship") is committed to the optimal development of every student. Rocketship believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that both good nutrition and physical activity— before, during, and after the school day—are strongly correlated with positive student outcomes. In accordance with the requirements of the federal Healthy, Hunger-Free Kids Act of 2010 (HHFKA, 7 C.F.R. parts 210 and 220) and the California Education Code, this policy outlines Rocketship's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Rocketship students have access to healthy foods throughout the school day - both through reimbursable school meals and other foods available throughout the

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school campus- in accordance with Federal and state nutrition standards;

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Rocketship in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- Rocketship establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This Local School Wellness Policy (LSWP) applies to all students, staff and schools in the Rocketship network.

Our program is committed to teaching lifelong fitness and wellness for participants and their families through our structured recreation and health and wellness components. We use the research-based CATCH, USDA's Harvest of the Month and curriculum supplemented by YMCA & BGCSV to engage kids in nutrition and health education.

Physical activity is a priority in our after school program. Children participate in moderate to vigorous physical activities, for at least 30 minutes daily, which help them develop physical activity habits to promote their health throughout their lives. Participating in team sports and group games supports students' skills, movement knowledge, social and interpersonal skills. We leverage our collective health and wellness expertise by providing programs such as swim instruction, family nights, yoga, Zumba, and youth sports teams.

We collaborate with a number of agencies to support our focus on healthy living for all of our kids and families:

- The Santa Clara County Public Health Department provides training, curriculum, and family health education resources, and funding for childhood obesity prevention activities. Examples include the CATCH Training (Coordinated Approach to Child Health)
- Second Harvest Food Bank provides resources promoting CalFresh (SNAP) enrollment for eligible families.
- Nutrition Services provides healthy snacks and meals for students through the USDA, Child and Adult Food Care Program (CACFP reimbursement for meals) and NSLP snack program. Options include items such as string cheese, variety of fresh fruit and vegetables, whole grain snacks, yogurt, milk, and sun butter sandwiches, wraps and more.

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6—Diversity, Access, and Equity

- Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Developmental Asset #41, identified by local input in Santa Clara County, facilitated by Project Cornerstone and initiative of the YMCA of Silicon Valley, promotes “Positive Cultural Identity,” where youth feel comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. Asset #41 is infused into many aspects of programming through conversation, teachable moments, and intentional sharing. Staff training includes ongoing training in cultural diversity and inclusion, participation in the annual Inclusion Collaborative State Conference, and bringing back and sharing learning from the conference in ongoing staff development.

Global learning is a key program component of the after school, engaging participants in an exploration of their own and others’ cultures. Students lead clubs and activities related to their cultures as well, including teaching and leading games like cricket and soccer. Through these experiences, students learn to recognize and articulate various perspectives and communicate their ideas respectfully.

Our STEM initiative is also very intentional about communicating with our students that women, Latinos, and African Americans can enter and succeed in scientific, technical, and engineering fields. We make a point of introducing students to people in these fields who reflect the heritage and culture of our students.

- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program

The Y and BGCSV take diversity, equity, and inclusion seriously. We are known for our inclusion practices. Our directors are trained on inclusion and more importantly, have an inclusive mindset. We work with teachers to identify students who would benefit from our inclusive programming.

Students come to our program from a wide variety of backgrounds. Explicit engagement of families and students through designated events (i.e. family nights, parent workshops & routine student progress check-ins) is made a priority. Flyers and/or meetings are

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available in multiple languages and when language poses a barrier an interpreter is sought.

When students with special needs are enrolled in the program, the Y staff work closely with the school and parents to be partners in their Individualized Education Plan or 504 Plan and train other site staff on the specific disability or need. All activities are adapted to allow for full inclusion whatever the potential barrier to participation might be, and the staff-to-student ratio is adjusted to meet specific needs. Our programs are on campus and are physically accessible to students and families who use assistive devices.

Further, the Y's and BGCSV's practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to curriculum and activities. We continue to recruit and train, high quality, bilingual, and cultural workforce that represents the school's demographics. This helps us ensure the engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, understanding of the purpose of the program, transportation, poor school day attendance, medical conditions, and students caring for younger siblings at home. To encourage and facilitate participation, our multilingual, culturally competent staff teams communicate with families in their home language and culture. Because many families walk to school and from school, we have to make special early-release accommodations for walking youth and families during the winter months. Our early release policies reflect this accommodation. Sometimes there are greater challenges such as medical, housing, and childcare issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

Each of our schools operates an after school program in conjunction with a local after school program provider. Each program's design is reflected in a program plan that is regularly reviewed and updated. The plan details how the school prioritizes students who are socioeconomically disadvantaged, English learners, students with disabilities, academically at risk, foster and homeless for inclusion in the after school program. Prioritization of students in these categories happens with close collaboration between school leaders, staff and our after school provider. This collaboration involves reviewing various student data points, including free and reduced price meal eligibility, proficiency on local assessments, attendance rates, and suspension and expulsion rates. Additionally, teacher and school leader referrals to the program prioritize students in those categories.

7—Quality Staff

- Describe how the program will provide opportunities for students to engage with quality staff.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to

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linguistic, gender, and class differences and an understanding of poverty's impact on education. Rocketship's minimum qualification for an instructional aide is a high school diploma. Many ASP staff are members of the communities they serve and fluent in students' home languages, including Spanish, Mandarin, Cantonese, Tagalog and Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

Instructional aides must have an equivalent to high school graduation. Fingerprinting is done through the YMCA and BGCSV.

Staff are recruited by the YMCA and BGCSV through various methods including website postings, school community postings, and local State and Community Colleges in the Education and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA and BGCSV, staff attend Region 5 training and other YMCA and BGCSV and district-wide training. Oversight and accountability on the YMCA and BGCSV side include an administrative staff member who works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA and BGCSV have a program manager who oversees all the programs in the district and works directly with the district ASES and ELO-P manager (known as Associate Director, Extended Learning) to ensure reports are submitted. The YMCA and BGCSV program manager is on school campuses on a regular basis, providing feedback to the site/unit directors or working directly with the students, supervising leaders, and coordinating with the school site staff to manage the program. All staff meet the minimum requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the YMCA and BGCSV Association office.

The YMCA and BGCSV provide a number of staff development opportunities. Each year, staff attend over 40 hours of professional development, over and above staff meetings. Some trainings are mandatory for all staff (e.g. Child Protection Training, First Aid and CPR, Classroom management, Curriculum planning, Behavior Guidance, Health and Wellness programming (physical activity and Nutrition Education), working with families, Developing and Nurturing School Relationships, Child Development) and specific trainings are scheduled based on staff need. Staff online and in-person conferences such as the Region 5 and YMCA & BGCSV conferences where they choose topics they might be interested in.

Ongoing all-staff Youth Program Quality Improvement Trainings using the Weikart trainings focus on active-participatory approaches; active listening; ask-listen-encourage frameworks; building community and cooperative learning; homework assistance; planning and reflection; reframing conflict; structure and clear limits guidelines; and empowering youth voices. Staff receive training regarding grant requirements such as attendance and safety. Site Directors receive regular information and guidance on budgets and how to allocate funds to maximize the efficacy of the program.

Weekly staff meetings include both training and troubleshooting components. Monthly system-wide Site Director Meetings focus on sharing strengths and problem-solving. Our

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Directors are trained in coaching and mentoring, performance management, strategic decision-making, high-performance accountability, and member engagement.

We also use formal program evaluation as a training opportunity and in performance reviews. Y and BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program Directors. Each site's Program Quality Improvement Plan helps to inform staff development, supporting strengths and addressing improvements needed. The plans also provide opportunities for participants, instructional day staff, ASP/SLP staff, and families to provide feedback on the quality of staff and volunteers. Oral and written evaluations are used as a training tool for continuous program improvement. All staff receive frequent informal performance evaluations and annual performance merit reviews from their supervisors. Program evaluation data is considered in all reviews.

We also firmly believe in the 10-30-60 rule for professional development and learning. 10% of development is attending training, 30% is quality coaching and mentoring, and 60% is on-the-job training and experiences with quality supervision. Our Site Directors are trained in coaching for performance and their role is planned to be in the field, so they can provide immediate feedback, coaching, and role modeling to line staff on an ongoing basis.

The YMCA and BGCSV do not subcontract any services for this site.

8—Clear Vision, Mission, and Purpose

- Describe the program's clear vision, mission, and purpose.

Rocketship Public Schools, as the Program Grantee works in conjunction with the YMCA and BGCSV, uses a variety of data points to assess stakeholder needs in determining after-school programming. This data includes free and reduced-price meal eligibility, student proficiency from local performance assessments, student suspension and expulsion rates, attendance rates, and teacher/principal referral.

How needs were identified: The Y and BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998 (YMCA) and 1944 (BGCSV), an ongoing collection of student and family needs data (including input from schools, parents, and children), and our broad network of partnerships. We reviewed data on student demographics, achievement, absenteeism, and parents' educational attainment, and from California Healthy Kids Surveys (CHKS), California Physical Fitness Test and other evaluation instruments developed both nationally (e.g., National Youth Outcomes Initiative) and locally. Our assessments have also been informed by the Y's and BGCSV's ongoing participation in the Santa Clara County After School Collaborative, SJ Learns and Shortino Foundation Community of Practice (CoP), State of the Schools Address, READY to Soar Campaign for 3rd Grade Level Reading, Project Cornerstone Developmental Assets Collaborative, County Public Health Department and

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Santa Clara County Office of Education Covid-19 Designee Meetings, conferences, school board meetings and the local planning council.

- Describe 3-5 program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.

Students need support beyond what they receive at home and during the school day to be able to become proficient in core academic skills and build on their social and emotional well-being and physical health. In the US, 1 out of 3 adults and 1 out of 4 children are overweight or obese. The after school program provides an opportunity to enrich the whole child in mind, spirit, and body. The after school program provides enriching activities that promote their social-emotional and overall development and readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs about healthy living.

Without the school-based ASPs, students would lack access to these opportunities. Most of their families could not afford the fee-based programs that exist in their communities. Importantly, the Y's and BGCSV's programs also meet families' needs for their children to be safe and supervised after-school and during the summer.

Students are identified by school-day teachers who are below grade level in reading, and math or may need additional support in the form of having a sense of belonging, opportunities to make friends, or have the support of caring adult role models.

- Describe how the program has engaged or will engage stakeholders (i.e., Principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

We work collaboratively with each of our teams at Rocketship Public Schools to ensure that the YMCA and BGCSV's vision, mission, and strategies are aligned with the district and schools' strategic plans and objectives to create a comprehensive and integrated ASP/SLP vision and mission. We assist the district in meeting its objectives for social-emotional learning, family-school relationships, collaboration with public agencies and community-based organizations, enriched learning environments, and staff development, among others.

We have a wide range of partners, including the Santa Clara County After School Collaborative, the Project Cornerstone Developmental Assets Collaborative, and the Santa Clara County Public Health Department Cooperative. Our ongoing meetings and discussions with practitioners in education, public health, and youth development help us to formulate our strategies, in alignment with the national YMCA and BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend

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school board meetings and other convening within each district. In addition, the Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA and BGCSV engage and welcome key stakeholders from the school to work in collaboration with YMCA and BGCSV staff to identify areas of focus. The Youth Program Quality Assessment (PQA) and several extensions (STEM, Arts, Academic Climate, SEL, Health, and Wellness) were designed to assess the quality of learning environments and to identify staff training needs.

Goals identified in the program plan will be evaluated and measured through student, parent, and school surveys, site visit observations, attendance data, and regular meetings between the school leaders and the after-school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team connects with, visits, and meets with after school program staff regularly ensuring collaboration, connection, and alignment with goals outlined in our Program Plan.

9—Collaborative Partnerships

- Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship Public Schools team and the YMCA and BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the school day and school expectations. To ensure that after school staff are aware of school and curricular events and that the school staff are aware of ASES and ELO-P program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA and BGCSV after school programs and the regular school day program staff and administrators is facilitated through the site director. The site director is on campus minimum of 6 hours per day, 5 days per week. The site director is treated as a member of the school staff, attending staff meetings on a regular basis. Our experience demonstrates that this highly effective strategy optimizes communication with school staff.

Collaboration is maintained on multiple levels. At the school site level, the YMCA and BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource teachers, counselors, etc.) and the parents to ensure that each site’s program is effectively addressing the needs of the students, parents and school day meetings. The YMCA and BGCSV staff work with the school staff on program implementation, resources and sustainability. At the county wide level, all programs are part of the Santa Clara County After School Collaborative, an organization representing lead agencies,

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school districts, and after school provides. The collaborative meets the first Wednesday of every month (September-June) to share resources and best practices, attend joint training sessions and engage in sustainable workforce planning.

Continued relationship with key stakeholders exists due to two way communication throughout the calendar year. This consists of communication face to face and via email. Rocketship is constantly working with partners to ensure that the needs of the school communities are met. The After School Director, BOM/OM (Business Office Manager, Office Manager), Associate Director of Extended Learning, Senior Associate Director of Extended Learning, and other school staff stay in constant communication to align the after school program to Rocketship culture and school day activities. Rocketship engages all extended learning staff to participate in training prior to school year starting and also during school year in-service days. Rocketship online training is also available to after school staff.

Goals identified in the program plan will be evaluated and measured through student, parent and school surveys, site visit observations, attendance data and regular meetings between the school leaders and the after school program as well as district leaders and staff from the YMCA and BGCSV. Our Rocketship Public School Extended Learning Team, connects with, visits and meets with after school program staff regularly ensuring collaboration, connection and alignment with goals outlined in our Program Plan.

10—Continuous Quality Improvement

- Describe the program’s Continuous Quality Improvement plan.

The Quality Standards for Expanded Learning serve as our “North Star.” We will use the Weikart Youth PQA instrument to evaluate quality in addition to regular “Quick Checks.” The CQI plan reinforces the Quality Standards for Expanded Learning through the “Plan, Assess and Improve Process.” The cadence for evaluation is as follows: Quick Checks take place on a weekly basis and involve the Site Director, Program Director and designated Rocketship Public Schools staff. The formal Program Quality Assessment that includes key stakeholders begins in October and results in establishing site specific programmatic goals for the year that are reviewed in December and January. The Spring PQA process begins again in February with additional goals established in March through the end of the school year. Quick checks, informal site visits will also inform goal setting and refine actions that support the Quality Standards for Expanded Learning.

YMCA and BGCSV ASP leadership examines our program activities annually, vis-a-vis identified needs, in collaboration with our co-applicant districts; families, partners, and students. We set performance measures for after school that align with the instructional day and participants’ academic needs as follows:

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above,

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- maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels
- Improve school day attendance (state requirement): 85% of students will attend program more than 90% of possible program days (after school and summer learning)
- Developmental Assets (e.g. character development): 90% of participants will (1) demonstrate values (2) make new friends and (3) have positive adult role models
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will increase physical activity levels
- Safe environment (physical, socio-emotional, cyber safety): 80% will report feeling safe
- Strengthen fiscal outcomes/efficiency ratio: Program efficiency ratio increases year to year while meeting fundraising goals

To evaluate our after school and summer programs, we collect data on program activities, participation levels, staffing, academic improvement based on district assessments and state standardized tests, social emotional skills, and indicators of student, parent, and teacher perceptions of the program's benefits and effectiveness. In line with the strategic objectives, we also examine measures of youth development, healthy living, and social responsibility.

For data collection, we use student and parent attendance logs, school records and databases, and parent, student, and school surveys. End of the year survey results are assessed and used to help plan the academic support and enrichment activities for the following school year.

Our ASP staff works closely and consistently with school-day staff. Communication between ASP staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. Working closely with Associate and Senior Associate Directors of Extended Learning, we deepen our ability to connect the ASP with the school day. With this constant communication, our after school staff receive regular input on how to best develop activities and curricula based on student academic assessments.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

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Program improvement is ongoing at the Y and BGCSV an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer programming. The Y and BGCSV are leaders in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

Both the Y and BGCSV will conduct annual program quality assessments (PQA) at all of our sites using the Weikart Youth PQA instrument, which is designed to assess the quality of learning environments and to identify staff training needs. All the sites will develop Program Quality Improvement (PQI) plans, including adding key areas of need identified in the PQA to our goals and listing clear steps and benchmarks for determining success. Based upon the results of the quality assessment, we will offer training and resources to our staff to manage improvement, including Weikart's Youth Work Methods training that align with our completed PQA and our in-progress PQI plan. We will continue to regularly reassess the needs of the program to ensure continuous quality improvement.

Timeline and stakeholder roles: The programs conducts the PQA within the first two months from the first day of school, using the Weikart Youth PQA tool. We engage multiple stakeholders in this assessment process, including program staff, parents, youth, and teachers. Program staff observe program activities and conduct interviews with program administrators. Parents and teachers also observe program activities and provide feedback. Notes, observations, and interview data are compiled and used as evidence to score items on the Weikart Youth PQA scale. Next, scores are combined for an overall quality profile, and then identifying several high priority needs to focus on in the overall program PQI planning process takes place.

During the initial planning process in October and November, teams composed of the Site Director, principal, and designee teachers, parents, district staff members, and staff, work together to create an action plan related to one or two high priority areas and review and comment on the draft plan.

To monitor progress and reassess action steps, the site team meets every month. Further, the Program Director monitors progress on a bi-weekly basis by meeting with the Site Director and reviewing individual action steps on the plan. Discussions on assessment data are held by the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA & BGCSV's Program Directors and the Site Directors examine data to guide changes in policy, procedures, program design and instructional strategies. Together, they ensure that after school and school staff, parents, and students are consulted about ways to refine the program so that it yields maximum benefit to the students and their families. We use evaluation data to facilitate decisions about program improvements; refine program goals and objectives; identify successful program components for adoption and dissemination; and plan for program sustainability. We also use evaluation results in all staff performance reviews throughout the organization. In addition to CDE and other stakeholders, audiences for our evaluative work include our families and community at large; practitioners with an

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interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

We have a dedicated staff who works directly with the CDE, to manage the ASP FPM. This staff member directly loads documents for document review and responds to questions and comments from the CDE FPM auditor in collaboration with stakeholders.

11—Program Management

- Describe the plan for program management.

Site Director: Oversees all program staff; facilitates communication with the principal, instructional day teachers, and other school staff. The Site Director duties include providing opportunities to coach and mentor staff in effective program delivery and behavior guidance strategies. The Site Director is also responsible for the overall program planning and curriculum and risk management and safety. The Site Director attends all regular school site meetings. See question 11.3 below for further information on the Site Director's role as liaison with the school day at each site.

Trained After School Staff: Reports to Site Director. All after-school-site staff must meet the district's Instructional Aide requirements and have experience and a desire to work with middle school youth, and have curriculum interests and expertise and cultural competency, including sensitivity to linguistic, gender, and class differences and an understanding of poverty's impact on education. Many staff are members of the community they serve. Line staff are assigned a group by grade for the year. Line staff are responsible for leading academic assistance and enrichment activities, building relationships with students assigned to their classroom, building relationships with their student's families, interacting with school day teachers for planning and individual student assessments, planning and implementation of the program, and safety and risk management. Site Directors meet all the above criteria plus demonstrated supervisory ability and experience working in complex organizations.

At each site, the Site Director, Program Director, and line staff meet weekly for professional development: to look at progress toward site goals vs. the site implementation plan, address any issues that arise, plan for special events, and celebrate successes. Site Directors also convene monthly meetings with school day staff and principals at each site. The Y and BGCSV creates and updates manuals annually, and creates parent handbooks and materials in multiple languages.

Additional administrative structures: Our partners maintain all required and appropriate insurance for each program to protect all staff, managers, students, volunteers, and parents during all program activities. Our professional fiscal staff maintain a detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintain records on all employees, and our Site Director has employee and participant records that are up-to-date and accessible to qualified staff at the site level.

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COOs, Mary Hoshiko Haughey (Y) and Mark Washbush (BGCSV), oversee all after school programs. Mary Hoshiko Haughey is a member of the California State After School Advisory Committee, an American Leadership Forum Senior Fellow, and is involved in collaborative and community partnerships throughout Silicon Valley and the state. She also serves as the national leader for the YMCA movement to create quality expanded learning programs and youth health and wellness initiatives. At the local level, Mark Washbush serves on Region 5's STEAM Education Steering Committee and Resource Area for Teaching's Education Advisory Council; and at the national level, serves on Boys & Girls Clubs of America's Operations Advisory Group, the Research-Practice Advisory Council and as well as a Peer Assessor, serving an assessment and operational consulting role for regional Boys & Girls Clubs.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

Communication between Y and BGCSV program staff and school day staff and administrators is facilitated through the Site Director, who works closely with the school to address individual students' specific needs. The Y and BGCSV secured an agreement with Rocketship Public Schools that the Site Director will be treated as a member of the school staff and attend regular staff meetings. In our experience, this is a highly effective strategy. We maintain communication on three levels in which not only do we review program plans but also utilize as check-in:

1. At the school site, Site Directors meet regularly with classroom teachers, principals, specialized school staff (resource teachers, counselors, etc.), and parents to ensure each site's program is effectively addressing the needs of its students, parents, and school day staff. Site Directors also provide day-to-day management and troubleshooting with other community-based organizations (CBOs), public agencies, and individual contractors at their site; convene weekly staff meetings and monthly site team meetings (staff, partners, advisory committee, principal/designee); and support collaborative problem-solving between the staff, school faculty, CBOs, and district offices.
2. At the district level, leadership maintains regular contact with district Directors of Curriculum and Instruction, Student Services, and other relevant district leaders to share information, leverage resources, and plan for sustainability.
3. At the county level, Program Directors attend monthly Santa Clara County After School Collaborative meetings to share resources, best practices, training, and sustainable workforce planning. Mary Hoshiko Haughey and Mark Washbush oversee all of our after school programs, and also attend monthly Region 5

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grantee meetings for grant and legislative updates and training events.

- The system are in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures. Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE’s Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

The YMCA & BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA & BGCSV dedicate a cost center for each school site. As expenses for the program are incurred (personnel and non-personnel), they are directly attributed to their school cost center and general ledger account.

The YMCA & BGCSV employs a contract grant manager who verifies expenses to each cost center and, in particular, pays close attention to the 85%-15% allocation. Accounting “closes” every cost center each month during a review process. Each quarter, the grant contract manager compiles each cost center to submit to the district CFO for reporting. The report to the CFO is reviewed by the YMCA & BGCSV COO for accuracy. The YMCA & BGCSV also has an annual independent audit. Upon receipt of the YMCA & BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our YMCA & BGCSV performs an annual program compliance audit.

Attendance is recorded on a daily basis using a roster and a sign-in/out process. Upon arrival to the program, staff sign each student in with the staff name and time of arrival. At YMCA locations, when parents arrive to pick up their child, they sign out with their parent name and time of pick up and include an early release code if applicable. If a parent arrives early, the early release policy is enacted. The parent must sign on the roster the reason for each pick up and what condition meets the policy requirements. Early release policy available upon request.

1. A plan to provide for each student who qualifies for Free and Reduced Price Meals (FRPM) at least one nutritionally adequate meal during each program day (Section 8483.76(e) of the *Education Code*);

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2. An attendance and early release policy for the program that is consistent with the local educational agency's early release policy for the regular school day (Section 8483.76(f)(2) of the *Education Code*).
3. If the grant recipient changed the program location to an alternate location or school site during implementation of SB 429, the revised program plan must also contain a plan to provide safe transportation pursuant to Section 8484.6 *EC*.
4. The After School provider program manager meets annually with the school district personnel or as needed to ensure that the Program plan is updated and that it is being implemented.
5. The School principal, secretary and the after school site coordinator meet at the beginning of the year to review the plan and also ensure that the school program plan has the ASES plan incorporated as well with aligned goals/requirements/measurements/evaluations etc.

Rocketship will work in partnership with the YMCA and BGCSV to write, revise and monitor the Program Plan. The Program Plan will be revised annually in the first quarter of the school year (Aug-September) and is a living document supporting the goals and delivery of the After School Program. Monthly meetings will inform any written revisions. Monthly meetings occur year round. The Program Plan is shared with all levels of staff to ensure understanding of program goals aligned with the California Quality Standards for Expanded Learning. Together, monitoring will occur throughout the year through site monitoring visits, meetings and phone calls.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

- ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

ASES and the ELO-P is a comprehensive program with our partners BGC and YMCA. Funding streams are coordinated towards a single comprehensive program. Our Rocketship Associate Directors and Senior Associate Directors of Expanded Learning and our partners meet and train together on a bi-weekly basis to deliver a comprehensive program for students aligned to the school day. The most stringent requirements will be adopted for program guidance. Program operates till 6pm and TK/K operates at a 1:10 ratio.

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Transitional Kindergarten and Kindergarten

- Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

TK/K students are recruited through a combination of referral and parent interest, prioritizing students who are homeless/foster youth, followed by students who are on free and reduced priced meals, ELLs and teacher/principal, school referral.

While all activities and lessons are designed to promote age appropriate, meaningful, collaborative and active learning, our TK and K programming practice focuses on the nine Principles of Child Development and Learning as outlined by the [National Association for the Education of the Young Child](#). Our TK/K programs will focus on pacing, play (joyful learning), environment (rich in visuals and hands on interaction), and social interactions while building school readiness skills, all while addressing the multiple domains of development. Our TK/K programs will also provide activities and skills building to support the kindergarten core content standards. All staff will work closely with Rocketship school leaders for recruitment of TK/Kinders and alignment to the core day. In partnership with TERC and Heising Simons, the YMCA worked on a collaboration to create research and evidence-based math learning materials to provide adults a fun and easy way to help young children learn math. There are eleven curriculum units – each of which fits several common early childhood education themes. Units include activities for ages 0-5, each with an at-home variation. Resources can be found [here](#) and align with the National Association for the Education of the Young Child.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Day (M,T,W,F) for K through G5	
Time	Task
7:45am - 3:20pm	Regular Instructional Day

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3:20pm - 3:45pm	Student Transition into After School Program
3:45pm - 3:50pm	Transition into Classrooms, Sign in
3:50pm - 4:00pm	Daily Presentation
4:00pm - 4:25pm	Power Hour
4:25pm - 4:30pm	Clean Up & Transition
4:30pm - 4:50pm	Snack Time
4:50pm - 4:55pm	Snack Clean Up
4:55pm - 5:00pm	Transition into Core
5:00pm - 5:05pm	Core Presentation
5:05pm - 5:40pm	Core Activity
5:40pm - 5:45pm	Core Clean Up
5:45pm - 6:00pm	Freeplay/dismissal
Regular School Day (M,T,W,F) for TK	
Time	Task
7:45am - 2:00pm	Regular Instructional Day
2:00pm - 2:25pm	Student Transition into After School Program
2:25pm - 2:30pm	Student Sign In
2:30pm - 2:35pm	Transition into Classroom
2:35pm - 2:40pm	Sitting & Ready to LEARN
2:40pm - 2:50pm	Daily Presentation
2:50pm - 3:25pm	Power Hour
3:25pm - 3:30pm	Clean up & Transition
3:30pm - 3:50pm	Snack Time
3:50pm - 4:00pm	Snack Clean Up
4:00pm - 4:30pm	Recess
4:30pm - 5:30pm	Core(technology)
5:30pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal
Minimum School Day (THURSDAY) for TK & K	
Time	Task
7:45am - 1:00pm	Regular Instructional Day
1:00pm - 1:30pm	Student Transition into After School Program
1:00pm - 1:30pm	Student Sign In

Expanded Learning Opportunities Program Plan Guide

1:30pm - 1:35pm	Transition into Classroom
1:35pm - 1:40pm	Sitting & Ready to LEARN
1:40pm - 1:50pm	Daily Presentation
1:50pm - 2:25pm	Power Hour
2:25pm - 2:30pm	Clean up & Transition
2:30pm - 2:50pm	Snack Time
2:50pm - 3:00pm	Snack Clean Up
3:00pm - 3:30pm	Recess
3:30pm - 4:30pm	Core(technology)
4:30pm - 5:00pm	Thursday Assembly
5:00pm - 6:00pm	Structured Free Time
6:00pm - 6:15pm	Dismissal

A typical 9-hour intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least ninety minutes of physical activity and at least one hour of arts, technology and other activities. Below is a sample daily schedule.

Intersession Day for TK through G5	
Time	Task
8:00 AM	Check-in / morning activities
8:30 AM	Morning rally
9:00 AM	Literacy
10:00 AM	Math
11:00 AM	Life Skills/SEL
12:00 PM	Lunch / activities
1:00 PM	Science
2:00 PM	Arts
3:00 PM	Sports/Fitness
4:00 PM	Technology
5:00 PM	Close

Expanded Learning Opportunities Program Plan Guide

Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school

expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 non school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

Expanded Learning Opportunities Program Plan Guide

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally

subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care

Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the

Expanded Learning Opportunities Program Plan Guide

federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the

minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

ROCKETSHIP PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
May 29, 2024

Agenda Item: 2J.		OPEN/ACTION	
	Subject: Approve the Prop 28 Annual Report for Fiscal Year 2023-2024 for all thirteen California Rocketship schools		INFORMATION
		X	CONSENT

Recommendation(s):

Rocketship staff recommend the Rocketship Education Board of Directors approve the Prop 28 Annual Report for Fiscal Year 2023-2024 for all Rocketship CA schools.

Background:

On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.

Arts education can include (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.

As a requirement of receiving these funds, LEAs must complete an annual report approved by their board in May of each year. In 2023-2024, we will report that no funds were expended. Rocketship is planning to begin using the funds in the 2024-2025 school year.

Summary of Previous Board Action by Board:

None

Fiscal Impact:

None in 2023-2024.

Submitted by:

Karina Pacheco, Grants Specialist

Justin White, Director of Governance & Compliance

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Academy Brilliant Minds
CDS Code: 4310439-0125781
Charter School Number: 1393
Allocation Year: 2023-24

**1. Narrative description of the Prop 28
arts education program(s) funded.
(2500 character limit).**

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

**2. Number of full-time
equivalent teachers
(certificated).**

0

**3. Number of full-time
equivalent personnel
(classified).**

0

**4. Number of full-time
equivalent teaching aides.**

0

**5. Number of students
served.**

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Delta Prep
CDS Code: 07-61648-0137430
Charter School Number: 1965
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Discovery Prep
CDS Code: 4310439-0123281
Charter School Number: 1193
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Futuro Academy
CDS Code: 07-61754-0134072
Charter School Number: 1805
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Fuerza Community Prep
CDS Code: 4310439-0131110
Charter School Number: 1687
Allocation Year: 2023-24

**1. Narrative description of the Prop 28
arts education program(s) funded.
(2500 character limit).**

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

**2. Number of full-time
equivalent teachers
(certificated).**

0

**3. Number of full-time
equivalent personnel
(classified).**

0

**4. Number of full-time
equivalent teaching aides.**

0

**5. Number of students
served.**

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Los Suenos Academy
CDS Code: 4310439-0120642
Charter School Number: 1127
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Mateo Sheedy
Elementary
CDS Code: 4310439-0113704
Charter School Number: 850
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of students with

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Mosaic Elementary
CDS Code: 4369450-0123299
Charter School Number: 1192
Allocation Year: 2023-24

**1. Narrative description of the Prop 28
arts education program(s) funded.
(2500 character limit).**

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

**2. Number of full-time
equivalent teachers
(certificated).**

0

**3. Number of full-time
equivalent personnel
(classified).**

0

**4. Number of full-time
equivalent teaching aides.**

0

**5. Number of students
served.**

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Rising Stars
CDS Code: 4310439-0133496
Charter School Number: 1778
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

3. Number of full-time equivalent personnel (classified).

4. Number of full-time equivalent teaching aides.

5. Number of students served.

6. Number of school sites

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Redwood City
CDS Code: 4169005-0132076
Charter School Number: 1736
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Alma Academy
CDS Code: 4310439-0125799
Charter School Number: 1394
Allocation Year: 2023-24

**1. Narrative description of the Prop 28
arts education program(s) funded.
(2500 character limit).**

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

**2. Number of full-time
equivalent teachers
(certificated).**

0

**3. Number of full-time
equivalent personnel
(classified).**

0

**4. Number of full-time
equivalent teaching aides.**

0

**5. Number of students
served.**

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Spark Academy
CDS Code: 4369450-0128108
Charter School Number: 1526
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time equivalent teachers (certificated).

0

3. Number of full-time equivalent personnel (classified).

0

4. Number of full-time equivalent teaching aides.

0

5. Number of students served.

0

6. Number of school sites

0

Submit Annual Report

Close ✕

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2023-24

Name: Rocketship Si Se Puede Academy
CDS Code: 4310439-0119024
Charter School Number: 1061
Allocation Year: 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

No Prop 28 arts education programs
were funded during the 2023-24

81/2500

2. Number of full-time
equivalent teachers
(certificated).

0

3. Number of full-time
equivalent personnel
(classified).

0

4. Number of full-time
equivalent teaching aides.

0

5. Number of students
served.

0

6. Number of school sites

0

ROCKETSHIP PUBLIC SCHOOLS

**Executive Summary
Rocketship Education
Board of Directors
May 29, 2024**

Agenda Item: 2K.		OPEN/ACTION
Subject:		INFORMATION
Ratification of the Rocketship Audit Committee approval of the revised scope of work from CliftonLarsonAllen (CLA) for the FY24 Audit	X	CONSENT

Recommendation(s):

Rocketship staff recommend the Rocketship Education Board of Directors approve the Ratification of the Rocketship Audit Committee approval of the revised scope of work from CliftonLarsonAllen (CLA) for the FY24 Audit.

Background:

In March, the board approved an audit engagement with CLA for California audit services. This was an initial step which was required by CDE by 3/31.

At the March 6, 2024 Rocketship Education Board of Directors meeting, the Board delegated authority to the Rocketship Audit Committee to amend the CLA 2023-24 Audit Engagement Letters/Statement of Work.

At that time, we were working with CLA, the Milwaukee and DC boards to assess the feasibility of consolidating all RSED audits under CLA as opposed to using three separate auditors.

Our goal was to ensure that CLA had the local expertise and corporate capacity to fulfill this role as well as the ability to structure the engagement in a manner that increased efficiency on both sides, provided a higher quality of service than we were currently receiving in our other regions, and decreased price.

CLA has put a strong team together to provide audit services in each region under a single MSA.

Our current partners, Derrick DeBruyne and Marlen Gomez will manage the CA, Launchpad and TN audits directly and will coordinate with partners and their teams in DC and Milwaukee.

Each state has unique audit requirements, compliance audits and/or state single audits which make it necessary to local expertise. The DC and Milwaukee teams include leaders with charter school audit experience.

We will be able to consolidate our single audits for CA, WI and TN into a national single audit, which will greatly reduce the level of effort for the Rocketship team. The DC authorizer will continue to require a stand alone single audit.

Summary of Previous Board Action by Board:

In March 2024, the board approved an audit engagement with CLA for California audit services. This was an initial step which was required by CDE by 3/31.

In April 2024, the Audit Committee approved the amended scope of work.

Fiscal Impact:

In aggregate, there is no material change in pricing for the audits: CA, DC, MKE, Launchpad and Consolidated.

Submitted by:

Matt Shaw
CFO



March 11, 2024

Proposal to provide professional
audit and tax services to:

Rocketship Education, Rocketship Education Wisconsin, Rocketship Education D.C., and Launchpad Development Company

Prepared by:
Derrick DeBruyne, CPA, Principal
Derrick.debruyne@claconnect.com
Direct 626-387-8211

[CLAconnect.com](https://claconnect.com)

CPAS | CONSULTANTS | WEALTH ADVISORS

CLA (CliftonLarsonAllen LLP) is an independent network member of CLA Global. See [CLAglobal.com/disclaimer](https://claglobal.com/disclaimer).
Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.





March 11, 2024

Rocketship Education, Rocketship Education Wisconsin,
Rocketship Education D.C., and Launchpad Development Company
Attn: Matthew Shaw
350 Twin Dolphin Drive #109
Redwood City, CA 94065
Email: mshaw@rsed.org

Dear Mr. Shaw,

Thank you for inviting us to propose. We look forward to the opportunity to provide services to Rocketship Education, Rocketship Education Wisconsin, Rocketship Education D.C., and Launchpad Development Company (RSEA).

At CLA, we exist to create opportunities for our clients, our people, and our communities. The advice you receive — whether delivered through financial statement services, preparation of tax returns, or advisory services — will be shared with these goals in mind: reducing risk, enhancing value, identifying actionable industry insights, strengthening compliance, and helping you meet your mission well into the future.

We believe that by getting to know you well, we'll be in a better position to help you. We start with a conversation, ask questions that matter, and listen. Because we're industry specialized, you'll find innovative advice that is clear and actionable, without having to train our team members on the nuances of your industry. We call it the CLA promise, and it's expressed in the values that drive our behavior: curious, collaborative, transparent, inclusive, and reliable. It's simply how we do business.

We want to serve you and we have the qualifications to deliver quality, timely work. Throughout this proposal, we take you on a journey outlining how we'll work together and the value you can come to appreciate when we exceed expectations.

Please contact me if I can provide additional information on our firm or our proposal.

Sincerely,

CliftonLarsonAllen LLP

A handwritten signature in black ink, appearing to read "Derrick DeBruyne". The signature is fluid and cursive, with a long horizontal stroke at the end.

Derrick DeBruyne, CPA
Principal
626-387-8211
Derrick.debruyne@claconnect.com

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Executive Summary

You deserve to work with people whose values match your own. Our values drive our behavior and lead to service delivery that exceeds expectations and provides you with the [CLA client experience](#).

What does that mean? It means you'll work with a team with the resources to support the whole of your organization. You can count on industry specialized professionals who bring ideas and strategies that are relevant and actionable. Quite simply, you'll encounter value beyond the expected.

We put relationships first. Our family culture is at the center of our success, and we invite different beliefs and perspectives to the table, so we can truly know and help our clients, our communities, and each other. Here's what you can experience.



Your time is valuable: We know how to deliver quality, timely work and we take care of the details so you can focus on what really matters: the important decisions that drive your success.

Understanding Your Industry

Nonprofit experience

Go beyond financial reporting and regulatory compliance to develop a comprehensive, mission-driven strategy that impacts your organization from top to bottom. CLA has the broad experience needed to help strengthen and guide your organization, addressing what matters most to you:

- Complying with complicated financial reporting and regulatory requirements
- Identifying and prioritizing new revenue streams
- Identifying, managing, and mitigating risks
- Protecting against threats to data, privacy, and system security

With one of the largest nonprofit practices in the country and decades in the nonprofit sector, our committed nonprofit team can help you develop strategies rooted in sound business fundamentals, strengthen communication between staff and boards, and sharpen overall execution. We believe that helping nonprofits succeed means stronger and more vibrant communities for us all.



Charter school experience

CLA understands that educators and administrators like those in RSEA, value innovation and creative thinking in the pursuit of your goals; so does CLA.

Our professionals have been serving and learning from charter schools since the first authorizing laws were passed in 1991. We combine this deep understanding of today's educational environment with more than 50 years of finance and operational experience, bringing a fresh perspective to the challenges you face every day. CLA's Government Practice has professionals that serve as charter school practitioners that can help you master the business end of your work so you can advance your efforts on what matters most — your students. We understand RSEA's concerns are:

- Limited resources with a need for specialized skills and experience
- Managing to varying funding formulas
- Managing increasing costs, including health care, aging buildings, and technology upgrades
- Complying with financial reporting and regulatory requirements
- Protecting against threats to data, privacy, and system security
- Finding new ways to operate more effectively and efficiently
- Managing operations and budgets on insufficient per-pupil subsidies

CLA helps by providing:

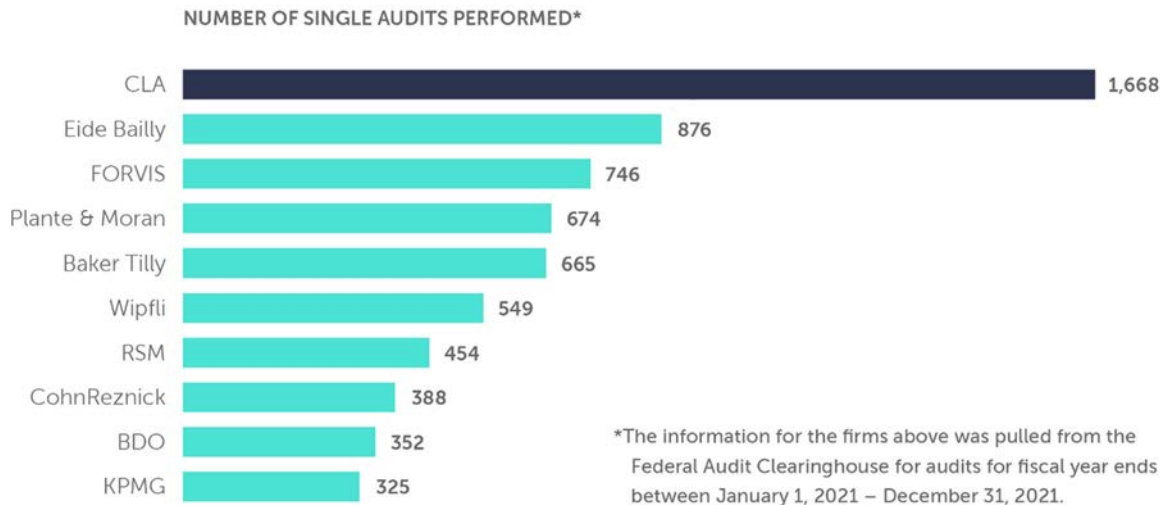
- Audit, review, and compilation of financial statements
- Tax planning and compliance
- Business operations solutions for accounting and fiscal departments
- Strategic and financial consulting
- Information security
- Internal audit
- Risk assessments
- Employee benefit plan consulting and administration
- Executive search
- Training and educational seminars
- Financial statements
- Budget development and management
- Cloud-based financial system design and implementation



Single audit experience

CLA performs the largest number of single audits in the United States

We audited nearly \$278 billion dollars in federal funds in 2021. The chart below illustrates CLA's experience in serving organizations that receive federal funds and demonstrates our firm's dedication to serving the government and nonprofit industry.



It is more important than ever to find qualified auditors who have significant experience with federal grants specific to RSEA and can enhance the quality of RSEA's single audit. Therefore, the single audit will be performed by a team of individuals who are managed by personnel who specialize in single audits in accordance with OMB's Uniform Guidance and who can offer both knowledge and quality for RSEA. As part of our quality control process, the single audit will be reviewed by a firm Designated Single Audit Reviewer.

You'll need an audit firm experienced in performing single audits and a familiarity with the specific programs in which you are involved and will benefit from CLA's experience in this area.

Single Audit Resource Center (SARC) Award

CLA received the [Single Audit Resource Center \(SARC\) Award](#) for Excellence in Knowledge, Value, and Overall Client Satisfaction. SARC's award recognizes audit firms that provide an outstanding service to their clients based on feedback received from an independent survey.



The survey queried more than 10,000 nonprofit and government entities about the knowledge of their auditors, the value of their service, and overall satisfaction with their 2021 fiscal year-end audit. The SARC award demonstrates CLA's dedication to serving the government and nonprofit industry and maintaining the most stringent regulatory requirements in those sectors.

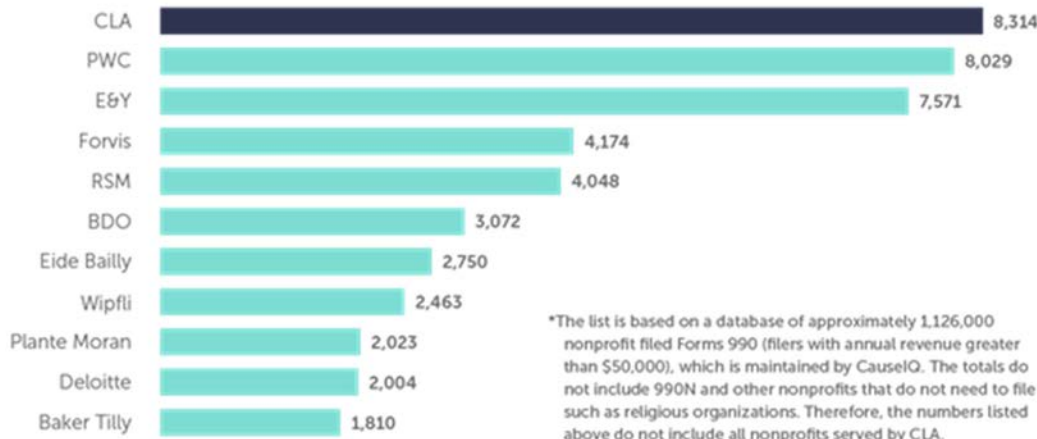


Nonprofit tax experience

CLA prepares more 990s than most of the top ten U.S. firms (see graph below). Such extensive involvement with 990s, 990-T, state tax returns, and required schedules allows our industry professionals to develop valuable knowledge of the nonprofit community's specific accounting and tax needs. We take perspectives and insights we've gained from our experience and share them with our tax-exempt clients to keep them aware of potential tax issues throughout the entire year.



CPA FIRM RANKING OF NONPROFITS SERVED NATIONWIDE*



Deep industry connections

CLA's role in industry education as a thought leader and industry speaker means you can gain insight into what changes might be ahead for your field. CLA hosts nationally sponsored trade events, and our team of nonprofit professionals is sought after, both as educators and as experienced speakers who are invited to speak and teach at major professional events by leading trade associations.

CLA's assurance and advisory principals are national leaders on several standard-setting bodies. Several have assisted with the writing of the American Institute of Certified Public Accountants (AICPA) practice and audit guides specifically for nonprofit organizations, chaired technical boards, and led state CPA organizations. Many of our professionals gather client thoughts and submit responses to the Financial Accounting Standards Board (FASB). As participants in these state and national standard-setting bodies, our professionals are on the cutting edge of new developments that affect you. Our work in these emerging areas gives you an advantage in planning ahead. CLA is a sponsor of the California Charter School Association and speakers at the Charter Schools Development Center.

Insight to strengthen your nonprofit

When you're ready to go beyond the numbers to find value-added strategies, we offer resources to help you respond to challenges and opportunities including:

- [National webinars](#) — Offer complimentary professional development opportunities for your team.
- [Innovation in nonprofit finance blog](#) — Multiply your mission success and move the sector forward with fresh ideas and insights including innovative strategies in accounting, finance, tax, and technology.
- [Articles and white papers](#) — Stay current on industry information as issues arise.

Curious: *We care, we listen, we get to know you.*



Support at every turn

With [dedicated services specific to nonprofits](#), you have access to guidance on all aspects of your organization.

- [Audit, review, and compilation of financial statements](#)
- [CLA 990 ExchangeSM](#)
- [Cybersecurity](#)
- [Employee benefit plan audit, tax, and consulting](#)
- [Enterprise risk management](#)
- [Business Opportunity Assessment](#)
- [Forensic accounting and fraud investigation](#)
- [Fraud risk management](#)
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- [Institutional investment](#)
- [Operational improvement](#)
- [Outsourced accounting](#)
- [Strategic and financial consulting](#)
- [Talent solutions](#)
- [Tax planning and compliance](#)
- [Training and educational seminars](#)
- [Unrelated business income \(UBI\) tax planning](#)
- [Web-based accounting systems](#)



Services Approach

The CLA seamless assurance advantage (SAA)

SAA is an innovative approach to auditing that utilizes leading technologies, analytics, and audit methods to help solve client problems and create a seamless experience.



A different approach

SAA is unlike any conventional audit process. SAA does not depend on physical location. It reduces the time our professionals spend on site, creates fewer disruptions, enables more efficient use of resources (yours and ours), and allows for more impactful interactions with your people.

“The CLA Seamless Assurance Advantage is a creative solution that was mutually beneficial ... and was a more efficient use of both parties’ time and resources.”

-JOE KELLEY, CFO AND TREASURER, LIFESPIRE OF VIRGINIA



Insights through analytics

CLA uses strategic data analysis to examine whole data sets to gain a deeper understanding of your organization. Insights that were once impossible can now come into focus to help you measure performance, enhance strategic decision making, and understand your competitive opportunities.

“The CLA Seamless Assurance Advantage is a game changer.”

-WAYNE ATKINS, SENIOR DIRECTOR, FINANCE, RV INDUSTRY ASSOCIATION



Effective technology

CLA embraces technologies that help solve client problems and create a seamless experience. Assurance Information Exchange (AIE) is a web-based application developed by CLA to digitally request and obtain audit documents through a secure and efficient online portal.

“With the AIE and the new audit procedures put in place by CLA, this year’s audit was very smooth and effortless.”

-DOUG STEWART, PELLA, ASSISTANT GENERAL MANAGER AND CFO, COOPERATIVE ELECTRIC



Tax planning and compliance

Virtually every business decision has a tax consequence. Working with a tax professional year-round allows you to make informed decisions to help keep more of your hard earned resources.

And your time is valuable, so we approach our work with innovative solutions in mind, continually rolling out tools to make smart use of data — and make life easier for you. When it comes to the tax process, our “CLA 990 Exchange” for nonprofits and “Data 2 Opportunities” efficiently address compliance and focus our work together on relevant actionable insights.



Digital strategies

Leverage data and automation to help you power success. Digital strategy provides a road map for tomorrow and identifies actionable opportunities for your organization.

Properly harnessed, technology and data reveal deep insight to your organization. We can help you develop digital strategies to leverage trends, overcome challenges, and innovate for the future.

We help our clients put data to work to:

Improve revenue and expense forecasting	Reduce time to market
Improve strategic decision making	Reduce client acquisition costs
Improve jobsite and production line safety	Reduce equipment downtime
Improve cash flow	Reduce client churn
Streamline operational processes	Reduce fraud through automated anomaly detection
Increase employee retention and engagement	Reduce pricing volatility



Consulting and outsourcing

An organization that is strong across functional areas can turn business challenges into opportunity. As human resources compliance issues become increasingly complex, organizations need flexibility to expand and contract to meet rapidly changing business needs.

CLA can help you manage your day-to-day operations so you can focus on what you do best — operating a charter school. Whether you need a team to become an extension of yours or simply want resources to lean on, we have the experience to offer relevant guidance and services customized and scaled to your needs — even as those needs change.



Engagement Timeline

Count on clear communication and regular updates.

Proposed work plan

Per our discussions we have designed a plan that meets your needs and key deadlines. In our planning meeting, we will discuss this timeline with you in greater detail and adjust as appropriate.

Month	Rocketship Education & Launchpad Development Company	Nashville	Rocketship Education Wisconsin	Rocketship Education D.C. Public Charter School
April 2024	Planning meeting			
May/June 2024	Interim audit work begins	N/A	N/A	N/A
September 2024	Field audit work begins	Field audit work begins	Field audit work begins	Field audit work begins
October 2024			Draft reports	Draft reports
November 2024	Draft reports	Draft reports	Presentation to board/management	Presentation to board/management
November/December 2024	Presentation to RSEA			
Ongoing	Planning and update meetings			

Reliable: Look for us to respond in hours, not days. We strive to deliver service that exceeds your expectations.

Multi-Organization Efficiencies: We will use the same platform for all requests, make consistent requests throughout the process and gain efficiencies by centralizing tests of design of controls and other areas where possible. Our goal is to streamline our processes and increase efficiency.



Your Service Team Leaders

The true value in working with our team is your ability to develop a personal and professional relationship with leaders who understand your industry, challenges, and opportunities.

Your team will work directly with our team, with the full support of an entire CLA family behind it. Meet your service team leaders below and learn about the rest of the team in the appendix.



Derrick DeBruyne, CFE, CPA

Principal | Client Relationship Leader - California

“I am inspired by the work our charter school clients are doing in their communities to innovate and improve public education.”



Marlen Gomez, CPA

Principal | Client Relationship Leader - California

“I am motivated to empower the next generation of leaders in the community.”



Steve Johnson, CPA

Principal | Client Relationship Leader - Wisconsin

“I love learning about all the ways our clients help others.”



Robert “Bobby” Gauthier, CPA

Principal | Client Relationship Leader – Washington DC

“I believe in the power of education to transform lives, and it is an honor to have the opportunity to help our clients in their mission to make that meaningful impact in our communities.”



Kenneth (Kenny) Bokow, CPA

Director | Engagement Director – Washington DC

“Charter schools are at the forefront of innovation and change in education, and I am excited to be a part of that by working with charter school clients.”



Victoria Sprague, CPA

Director | Engagement Director – California

“I am passionate about building a community and helping others.”

Collaborative: Support from a responsive local team complemented by national resources. We consider the whole of your organization, bringing innovative teams to the table.



References

Our clients say it best. And their independent, authentic perspective is invaluable in learning about the experience you'll have when working with us. Here are similar clients in your industry that we have worked with.

California

KIPP Bay Area Schools dba KIPP: Public Schools Northern California	
Client Contact	Mahreez Berloui, Controller
Phone Number Email	510-381-2285 mahreez.berloui@kippnorcal.org
Address	1000 Broadway #460, Oakland, CA 94607
Services Provided	Audit, tax and consulting

Ednovate	
Client Contact	Kyle Goss, CFO
Phone Number Email	713-594-4483 kgoss@ednovate.org
Address	350 S Figueroa St. Ste 250, Los Angeles, CA 90071
Services Provided	Audit, tax and digital consulting

Washington DC

Two Rivers Public Charter School	
Client Contact	Gail Williams, COO
Phone Number Email	202-388-1360 gwilliams@tworiverspcs.org
Address	820 26 th Street NE, Washington, DC 20002
Services Provided	Audit and tax



Cesar Chavez Public Charter School	
Client Contact	Tiffany Fells, Business Operations Manager
Phone Number Email	202-398-2230 tiffany.fells@chavezschools.org
Address	3701 Hayes St NE, Washington, DC 20019
Services Provided	Audit and tax

Wisconsin

United Community Center	
Chater Schools	Bruce Guadalupe Community School & Acosta Middle School
Client Contact	Juan Ruiz, Deputy Director/CFO
Phone Number Email	414-384-3100 juan@unitedcc.org
Address	1028 South 9 th St, Milwaukee, WI 53204
Services Provided	Audit and tax

Transparent: We place honesty and integrity at the center of all communication. We welcome you to start an open and candid conversation with those who know us best.



Your Investment

Having upfront conversations builds relationships.

Throughout this proposal, you've seen the value we can provide your organization, helping you uncover revenue opportunities and put dollars in your pocket. While we are addressing your compliance needs, our insight and solutions also represent a return on your investment. Based on our understanding of your requirements, we propose the following fees:

Professional Services – Year Ended June 30, 2024	Rocketship Education Consolidated*	Nashville	Launchpad Development Company	Rocketship Education Wisconsin	Rocketship Education DC	Total
Audit Services (includes procedures for one major program under Uniform Guidance for Rocketship Education Consolidated and Rocketship Education DC) *	\$99,000	\$22,500	\$19,500	\$20,500	\$35,000	\$196,500
Implementation of the new risk auditing standards, which includes an increase in information technology testing	\$4,500					\$4,500
New CA compliance requirements for Arts, Music and Instructional Materials and ELO-P	\$14,950					\$14,950
Separate Reports – Rocketship Delta Prep	\$6,500					\$6,500
Data Collection Form SF-FAC and Single Audit Reporting Package	\$1,100				\$1,100	\$2,200
Informational Tax Return Services	\$4,400		\$5,000	\$4,000	\$4,000	\$17,400
Informational tax return – LDC Five LLC			\$2,600			\$2,600
Informational tax return - CA Form FTB 199 – per LLCs			\$1,050			\$1,050
Technology and client support fee (5%)	\$6,520	\$1,130	\$1,410	\$1,230	\$2,010	\$12,300
Total	\$136,970	\$23,630	\$29,560	\$25,730	\$42,110	\$258,000

* Rocketship Education Consolidated audit services amount includes \$15,000 of administrative combined charges for risk assessment and understanding of internal controls for all entities within the combined Rocketship Education and its Affiliates group. These may be allocated as determined by management.



Our estimated fee quote is designed with an understanding that:

- RSEA personnel will provide documents and information requested in a timely fashion.
- The operations of your organization do not change significantly and do not include any future acquisitions or significant changes in your business operations.
- There are not significant changes to the scope, including no significant changes in auditing, accounting, or reporting requirements.

The 5% technology and client support fee supports our continuous investment in technology and innovation to enhance your experience and protect your data.

We are committed to creating a long-standing relationship. If you have concerns about the fee structure, give us a call and let's discuss.

Transparent: *Clear, authentic communication and market-based fees.*



Firm Overview

It takes balance. With CLA by your side, you can find everything you need in one firm. Professionally or personally, big or small, we can help you discover opportunities and bring balance to get you where you want to go.



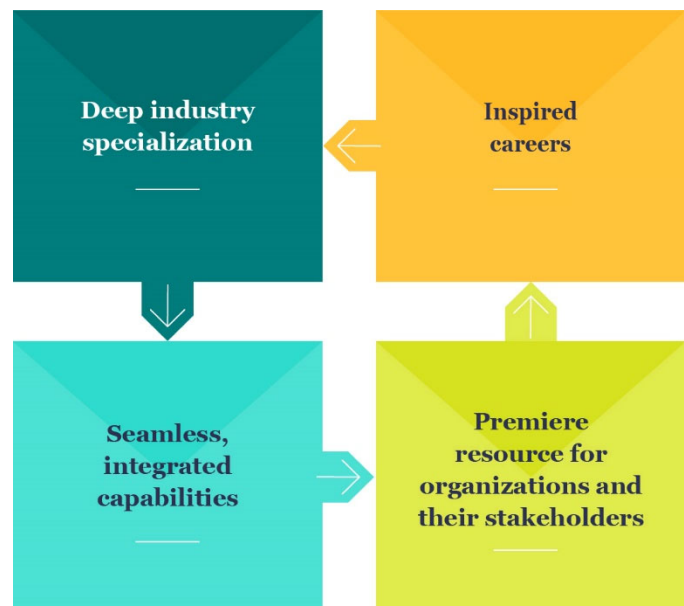
As a professional services firm, we exist to create opportunities ... for you, our people, and our communities through industry-focused wealth advisory, digital, audit, tax, consulting, and outsourcing services. We do this when we live the CLA Promise — a promise to know you and help you.

Opportunities for you

You'll find resources you would expect in the largest firms, with the personal touch of people who live and work in your community.

You'll access leaders and professionals in communities across the country, rather than from one central headquarters. We work together to look at your organization holistically, and then help you address challenges by offering support where you need it, from traditional audit and tax to outsourcing and wealth advisory.

As you navigate opportunities and challenges in a competitive and constantly changing environment, we'll embrace change, learn from it, and design processes to make interactions easier, more transparent, and seamless.



Opportunities for our people

At CLA, people find meaningful work in a fun, compelling, and energizing culture. Our people design their own customized careers through our inspired careers strategic advantage. In 2022 our total headcount was up a record-breaking 11% and we saw an incredible retention rate of 83%. Inspired by their careers, our family members develop client relationships that bring deeper knowledge and help you shine. We're one family, working together to create opportunities.

What's more, CLA is building a [diverse, inclusive, and equitable culture](#) that welcomes different beliefs and perspectives. We want to be representative of the communities we serve and foster an environment of inclusion and belonging, resulting in enhanced value for our clients, our communities, and each other.

Inclusive: *We embrace all voices and create opportunities by removing barriers and helping our people build inspired careers.*

Opportunities for our community

CLA's community impact team unifies the work and missions of our diversity, equity, and inclusion council and the CLA Foundation with a laser focus on advancing education, employment, and entrepreneurship within CLA and throughout our society.

Since 2015, our [CLA Foundation](#) has granted more than \$8 million from nominations made by and funds raised from CLA family members. Each grant recipient's work aligns with the foundation's mission to create career opportunities through education, employment, and entrepreneurship by connecting diverse networks inclusive of all genders and races, veterans, and the disability community.

Read more in CLA's annual [Promise Report](#).



Appendix

A. Your service team

Your team has the full support of the CLA family behind it. We look forward to building personal connections.





Derrick DeBruyne, CPA

CLA (CliftonLarsonAllen LLP)

Principal
Glendora, California

626-387-8211
derrick.debruyne@CLAconnect.com



Profile

Derrick has more than 20 years of experience in audits and taxation, single audits under Uniform Guidance, and fraud investigation. He specializes in planning, directing, and supervising audits of nonprofit entities, including charter schools, private colleges and universities, social service organizations, and foundations. Derrick consults with nonprofit organizations on a variety of accounting and tax related matters including obtaining IRS exempt tax status, budgeting, internal control, cash flows, endowment reporting, and charitable trust gift accounting. He also specializes in fraud investigations and serves clients as an interim controller, allowing them to leverage the cost of having a CPA advisor as part of their management team.

Technical experience

- Charter schools
- Nonprofit entities
- College foundations
- Private colleges and universities
- Commercial businesses

Education and professional involvement

- Bachelor of science in accounting from the University of La Verne
- Certified Public Accountant in the state of California
- Certified Fraud Examiner
- American Institute of Certified Public Accountants (AICPA), member
- California Society of Certified Public Accountants (CalCPA), member
 - Past President – Inland Empire Chapter
 - Leadership Institute Graduate
 - Former Member of State Council
 - Former Board Member
 - Former Chair – Inland Empire Financial Literacy Committee

Speaking engagements

- California Charter Schools Conference, *presenter*

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Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.





Marlen Gomez, CPA

CLA (CliftonLarsonAllen LLP)

Principal
Glendora, California

626-387-8232
marlen.gomez@CLAconnect.com



Profile

Marlen is a principal with more than 13 years of experience in audits and taxations, reviews and compilations and single audits under Uniform Guidance. She specializes in planning, directing and supervising audits of charter schools, foundations, and nonprofit entities. Marlen consults with nonprofit organizations on a variety of accounting and tax related matters. She brings both knowledge and experience to the engagements to which she is assigned.

Technical experience

- Charter schools
- Non-profit entities
- Form 990

Education and professional involvement

- Bachelor of science in accounting from University of La Verne
- Certified Public Accountant in the state of California
- American Institute of Certified Public Accountants (AICPA)
- California Society of Certified Public Accountants (CalCPA)
- Vistage

Speaking engagements

- California Charter Schools Conference, *presenter*

Community involvement

- Options for Learning, *board member*
- Association of Latino Professionals for America (ALPFA), Los Angeles Chapter, *member*

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Steven Johnson, CPA

CLA (CliftonLarsonAllen LLP)

Principal
Racine, Wisconsin

262-898-6581
steve.johnson@CLAconnect.com



Profile

Steve is a member of the CLA Regulated Industries Team with an industry focus on nonprofit entities. He has been with CLA for 30 years. His experience includes seamless delivery of CLA's capabilities including assurance, tax, outsourcing, and advisory services. He will work closely with the rest of the engagement team to see that deadlines are met and will be available for questions that may arise.

Technical experience

- Nonprofit organizations, including:
 - Private and charter schools
 - Social service organizations
 - Associations

Education and professional involvement

- Bachelor of business administration in accounting from University of Wisconsin-Eau Claire
- American Institute of Certified Public Accountants
- Wisconsin Institute of Certified Public Accountants
- Certified Public Accountant, Wisconsin and Illinois

Civic organizations

- Racine Community Foundation, Board Member and Treasurer
- Gateway Technical College Foundation, Scholarship and Disbursement Committee, Former Board Member and Treasurer

Continuing professional education

- Adheres to all applicable WICPA, Illinois, PCAOB, and GAS requirements.

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Robert (Bobby) Gauthier, CPA

CLA (CliftonLarsonAllen LLP)

Principal
Baltimore, Maryland

410-308-8031
robert.gauthier@CLAconnect.com



Profile

Bobby has over 13 years of public accounting and consulting experience with education and nonprofit organizations as his industry specializations of choice. Bobby is responsible for the planning and review of financial statement audits as well as single audits performed under Uniform Guidance. In addition, Bobby has provided firmwide trainings on the topics of student aid and COVID-19 related funding relevant to single audits. Bobby's experience also includes Agreed-Upon Procedures related to student enrollment information as required by the Maryland Higher Education Commission.

Technical experience

- Educational Institutions
- Nonprofit entities
- State and local government
- Employee benefit plans
- Collectively bargained plans
- *Government Auditing Standards*
- *Uniform Guidance*
- Provides consulting services to clients with regards to the implementation of accounting pronouncements and internal controls
- Assists with agreed upon procedures involving internal audit outsourcing, compliance engagements and general consulting

Education and professional involvement

- Bachelor's of science in accounting from the University of Maryland, College Park, MD
- Certified Public Accountant in the state of Maryland
- American Institute of Certified Public Accountants
- Maryland Association of Certified Public Accountants
- Virginia Society of Certified Public Accountants

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Victoria Sprague, CPA

CLA (CliftonLarsonAllen LLP)



Director
Glendora, California

626-387-8240
victoria.sprague@CLAconnect.com

Profile

Victoria is a Director with more than eight years of experience in audits and taxation, single audits under Uniform Guidance, and reviews and compilations. She specializes in charter schools, foundations, nonprofit entities, private colleges, and universities. Victoria brings both knowledge and experience to the engagements to which she is assigned to and is a pivotal member of our team.

Technical experience

- Charter schools
- Foundations
- Nonprofit entities
- Private colleges and universities

Education and professional involvement

- Master of Professional Accountancy (MAcc) from Azusa Pacific University, Azusa, California
- Bachelor of Science in Accounting from Azusa Pacific University, Azusa, California
- American Institute of Certified Public Accountants (AICPA)
- California Society of Certified Public Accountants (CalCPA)
- California Charter Schools Conference, participant

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Kenneth (Kenny) Bokow, CPA

CLA (CliftonLarsonAllen LLP)



Director
Baltimore, Maryland

410-308-8104
kenneth.bokow@CLAconnect.com

Profile

Kenneth Bokow has served at CLA since 2013. He is an audit engagement director with a primary focus on serving nonprofit organizations, as well as manufacturing and distribution and other privately held companies.

Technical experience

- Lead auditor of approximately 15 annual audit clients in the nonprofit industry and 20 annual private for-profit company audits.
- Has served numerous foundations, membership and trade associations, private schools, religious organizations, continuing care retirement communities, and other nonprofit and healthcare organizations
- Prepares and reviews financial statements and audit workpapers.
- Guides staff members through audit and tax workpaper preparation and reviews work performed
- Leads communication and correspondence in assisting with and completing financial statement audits for nonprofit clients.
- Has significant experience in accounting standard implementation of key accounting standards, including the nonprofit financial reporting model, revenue recognition of contracts with customers, and leases.
- Works with numerous clients that conduct significant construction and renovation projects.
- Extensive experience in preparation of Federal Tax Form 990, Form 990-T, and state nonprofit tax filings.

Education and professional involvement

- Bachelor of science in accounting and finance from the University of Maryland, College Park, Maryland
- American Institute of Certified Public Accountants
- Certified Public Accountant in the State of Maryland
- Maryland Association of Certified Public Accountants

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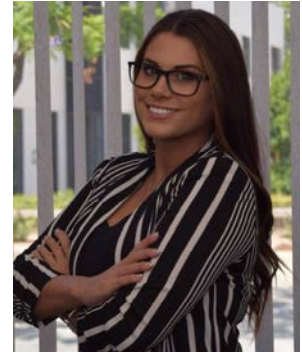


Renee Bollier, CPA

CLA (CliftonLarsonAllen LLP)

Senior
Glendora, California

626-857-7300
renee.bollier@CLAconnect.com



Profile

Renee is a senior audit associate with over five years of experience in the nonprofit industry where she performs audits of charter schools and nonprofit organizations. Renee serves as an in-charge for audits under federal and state compliance and financial statements under FASB basis of accounting and single audits under Uniform Guidance. She also has experience assessing, observing, and testing the internal control environment, grant compliance, and preparation of the 990 tax return for nonprofit clients.

Technical experience

- Charter schools
- Nonprofit entities
 - Associations
 - Foundations
 - Charitable organization

Education and professional involvement

- Bachelor of Arts in Accounting from University of La Verne, La Verne, California
- American Institute of Certified Public Accountants
- California Society of Certified Public Accountants

Speaking engagements

- August 2022 – CalCPA – From Student to Professional

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B. Quality control procedures and peer review report



In the most recent peer review report, dated November 2022, we received a rating of pass, which is the most positive report a firm can receive. We are proud of this accomplishment and its strong evidence of our commitment to technical excellence and quality service. The full report is provided on the following page.

In addition to an external peer review, we have implemented an intensive internal quality control system to provide reasonable assurance that the firm and our personnel comply with professional standards and applicable legal and regulatory requirements. Our quality control system includes the following:

- A quality control document that dictates the quality control policies of our firm. In many cases, these policies exceed the requirements of standard setters and regulatory bodies. Firm leadership promotes and demonstrates a culture of quality that is pervasive throughout the firm's operations. To monitor our adherence to our policies and procedures, and to foster quality and accuracy in our services, internal inspections are performed annually.
- Quality control standards as prescribed by the AICPA. The engagement principal is involved in the planning, fieldwork, and post-fieldwork review. In addition, an appropriately experienced professional performs a risk-based second review of the engagement prior to issuance of the reports.
- Hiring decisions and professional development programs designed so personnel possess the competence, capabilities, and commitment to ethical principles, including independence, integrity, and objectivity, to perform our services with due professional care.
- An annual internal inspection program to monitor compliance with CLA's quality control policies. Workpapers from a representative sample of engagements are reviewed and improvements to our practices and processes are made, if necessary, based on the results of the internal inspection.
- Strict adherence to the AICPA's rules of professional conduct, which specifically require maintaining the confidentiality of client records and information. Privacy and trust are implicit in the accounting profession, and CLA strives to act in a way that will honor the public trust.
- A requirement that all single audit engagements be reviewed by a designated single audit reviewer, thereby confirming we are in compliance with the standards set forth in the *Uniform Guidance*.





Report on the Firm's System of Quality Control

To the Principals of CliftonLarsonAllen LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of CliftonLarsonAllen LLP (the "Firm") applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended May 31, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants ("Standards").

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards, may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The Firm is responsible for designing and complying with a system of quality control to provide the Firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The Firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of and compliance with the Firm's system of quality control based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act; audits of employee benefit plans; audits performed under FDICIA; and examinations of service organizations (SOC 1[®] and SOC 2[®] engagements).

As a part of our peer review, we considered reviews by regulatory entities as communicated by the Firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of CliftonLarsonAllen LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended May 31, 2022, has been suitably designed and complied with to provide the Firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. CliftonLarsonAllen LLP has received a peer review rating of *pass*.

Cherry Bekaert LLP

Cherry Bekaert LLP
Charlotte, North Carolina
November 18, 2022

cbh.com



ROCKETSHIP PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
May 29, 2024

Agenda Item: 2L.		OPEN/ACTION
		INFORMATION
	X	CONSENT
Subject: Approve Uniform Complaint Procedures		

Recommendation(s):

It is recommended the Rocketship Public Schools Board of Directors (“Board”) approve the amended Uniform Complaint Procedures.

Background:

The Uniform Complaint Procedures have been updated to designate Renita Thukral as the Title IX Compliance and Civil Rights Officer, serving as the point of contact for complaints. Additionally, the address for filing complaints has been changed to 2001 Gateway Place, Ste. 230E, San Jose, CA 95110.

Summary of Previous Board Action by Board:

Each year, the Board reviews and approves the Uniform Complaint Procedures, as required by state law.

Fiscal Impact:

N/A

Submitted by:

Abigail Gifford, Senior Legal Counsel

Uniform Complaint Procedures

Region(s): CA

This contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Rocketship of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of enumerated federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint. Rocketship developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board or the authorized designee.

Scope

As described above, the UCP does not apply to all types of complaints, only those as designated below. The following is a list of all programs and activities that are subject to the UCP.

Accommodations for Pregnant and Parenting Pupils (California Education Code [EC] Section 46015)

Adult Education (EC sections 8500–8538, 52334.7, 52500–52617)

After School Education and Safety (EC sections 8482–8484.65)

Agricultural Career Technical Education (EC sections 52460–52462)

Career Technical and Technical Education and Career Technical and Technical Training Programs (EC sections 52300–52462)

Child Care and Development Programs (EC sections 8200–8488) Compensatory Education (EC Section 54400)

Consolidated Categorical Aid Programs (34 CFR sections 299.10–12, EC Section 33315)

Course Periods without Educational Content (EC sections 51228.1–51228.3)

Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district (EC sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Every Student Succeeds Act (20 United States Code [20 U.S.C.] Section 6301 et seq.; EC Section 52059)

Local Control and Accountability Plans (LCAP) (EC Section 52075) Migrant Education (EC sections 54440–54445)

Physical Education Instructional Minutes (EC sections 51210, 51222, 51223) Pupil Fees (EC sections 49010–49013)

Reasonable Accommodations to a Lactating Pupil (EC Section 222)

Regional Occupational Centers and Programs (EC sections 52300–52334.7)
School Plans for Student Achievement (EC Section 64001)

School Safety Plans (EC sections 32280–32289)

School Site Councils (EC Section 65000)

State Preschool (EC sections 8235–8239.1)

State Preschool Health and Safety Issues in LEAs Exempt from Licensing (EC Section 8235.5)

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate. Rocketship does not offer State Preschool Programs.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the our UCP complaint procedures set forth in this document:

Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

Rocketship has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Rocketship shall investigate and seek to resolve, in accordance with the LEA's UCP, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the district that are subject to the UCP.

Rocketship acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects, to the greatest extent reasonably possible, the confidentiality of the parties and the integrity of the process. Rocketship cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, Rocketship will attempt to do so as appropriate. Rocketship may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

Rocketship prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of the our approved UCP complaint procedures to all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties .

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;

This complete policy, included within the Student/Parent Handbook, serves as annual notice of the policy.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred. We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The Board of Directors designates the Compliance Officer to receive and investigate complaints and to ensure Rocketship's compliance with law:

Renita Thukral
Title IX Compliance and Civil Rights Officer
2001 Gateway Place Ste. 230E
San Jose, CA 95110
compliance@rsed.org

The Compliance Officer or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Compliance Officer or designee.

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our Executive Director or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Procedures for the Investigation and Resolution of UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the Allegations. Refusal by Rocketship to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the Complainant.

The Complaint shall be presented to the compliance officer, who shall maintain a log of complaints received, providing each with a code number and date stamp. Upon receiving a complaint, the compliance officer shall also promptly notify the designated Rocketship Executive Director. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the Complainant agrees to mediation in writing, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with their investigation of the complaint. The use of mediation shall not extend Rocketship's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the Complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
 - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
 - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil
 - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and

guardians who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

If an employee is disciplined as a result of the complaint, the decision shall simply state that disciplinary action was taken and that the employee was informed of Rocketship's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The Complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the Complainant must specify and explain the basis for the appeal, including at least one of the following:

- Rocketship failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the Rocketship[Investigation Report.

Complaints should be sent to:

California Department of Education
Categorical Programs Complaints Management Office
1430 N Street
Sacramento, CA 95814-5901

For questions, Complainants can also contact the CDE's Complaints Management Office at 916-319-0929.

Civil Law Remedies

A Complainant may pursue available civil law remedies outside of Rocketship's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a Complainant must wait until sixty (60)

days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Rocketship has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint in accordance with 5 CCR 4622.

ROCKETSHIP PUBLIC SCHOOLS

Executive Summary
Rocketship Education
Board of Directors
May 29, 2024

Agenda Item: 2M.		OPEN/ACTION
		INFORMATION
	X	CONSENT
Subject: Title IX Policy and Grievance Procedure Approval		

Recommendation(s):

To comply with federal law, it is recommended the Rocketship Public Schools Board of Directors (“Board”) approve the attached Title IX Policy and Grievance Procedures. These policies and procedures shall be effective for complaints alleging misconduct occurring between August 14, 2020, and July 31, 2024.

Background:

The Title IX Policy and Grievance Procedures, effective for complaints alleging misconduct occurring between August 14, 2020, and July 31, 2024, are included. These policies and procedures are substantially similar to the previously-approved policies and procedures; minor changes to clarify policy and streamline procedures have been made.

On April 19, 2024, the US Department of Education Office of Civil Rights (OCR) released new Title IX rules (known as the 2024 Title IX Amendments). The new Title IX rules will apply to Title IX complaints alleging misconduct occurring on/after August 1, 2024. A second Title IX Policy and Grievance Procedure, reflecting the changes established in these new Title IX rules, will be presented to the Board in August 2024 for review and approval.

According to OCR’s new rules, every public school must maintain two Title IX Policies and Grievance Procedures for a period of time currently estimated to be approximately 18-24 months.

Summary of Previous Board Action by Board:

Each year, the Board reviews and approves the Title IX Policy and Grievance Procedures, as required by federal law.

Fiscal Impact: N/A

Submitted by: Renita Thukral, Title IX Compliance and Civil Rights Officer

TITLE IX POLICY AND GRIEVANCE PROCEDURES

(Effective for all complaints alleging misconduct occurring between August 14, 2020, and July 31, 2024)

Sexual Harassment under Title IX

Rocketship does not discriminate on the basis of sex in the education program or activity that it operates. Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. § 106.1 *et seq.*) prohibits sex-based discrimination and harassment. In accordance with this law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, whether quid pro quo or hostile environment, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Rocketship.

Rocketship is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Section 106 to Rocketship may be referred to the Title IX Compliance and Civil Rights Officer, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions and Examples of Sexual Harassment:

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. Quid pro quo harassment, where an employee of the school conditions the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Hostile environment harassment, which is unwelcome conduct, determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or,
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Examples of sexual harassment may include but are not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults.
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's sex.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

Effective denial of equal access to education may be indicated by:

- an individual who has been sexually harassed skipping class to avoid a harasser;
- a decline in a student's grades;
- having difficulty concentrating in class;
- bed-wetting or crying at night due to sexual harassment; or
- withdrawing from some school activities to avoid harassment but continuing to attend school.

An individual does not need to have already suffered loss of education before being able to report sexual harassment.

The illustrations of harassment, sexual harassment, and effective denial of equal access to education above are not to be construed as an all-inclusive list under this Policy.

Reporting Sexual Harassment

Reports of sexual harassment in violation of Title IX can be directed to the Title IX Compliance and Civil Rights Officer (who assumes the role of Rocketship's "Title IX Coordinator"):

Renita Thukral
 Title IX Compliance and Civil Rights Officer
 2001 Gateway Place, Ste. 230E
 San Jose, CA 95110
rthukral@rsed.org

The Title IX Compliance and Civil Rights Officer is the Rocketship staff member designated by Rocketship to coordinate its responsibilities under Title IX.

The Title IX Compliance and Civil Rights Officer may assign an administrative designee to fulfill part or all of the responsibilities under this Policy with respect to a specific report or complaint of sexual harassment. References to the Title IX Compliance and Civil Rights Officer in this policy should be construed to also refer to the Title IX Compliance and Civil Rights Officer's administrative designees.

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of sexual harassment prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged sexual harassment.

Any student who believes they have been subject to sexual harassment prohibited by this Policy or has witnessed such sexual harassment is encouraged to immediately report such sexual harassment to the Title IX Compliance and Civil Rights Officer. Students are expected to report all incidents of sexual harassment prohibited by this Policy and/or all other verbal or physical abuses. Any student who feels s/he is a target of sexual harassment or discrimination should immediately contact the Title IX Compliance and Civil Rights Officer, a teacher, a counselor, a staff person or a family member, so the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to Rocketship. Rocketship will respond to all oral and written reports of sexual harassment prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously.

Receiving and Responding to Reports of Sexual Harassment

When a complaint or report of sexual harassment is made under this policy, the Title IX Compliance and Civil Rights Officer will: (1) confidentially contact the complainant to offer supportive measures, consider the complainant's wishes with respect to supportive measures, and inform them of the availability of supportive measures with or without filing a formal complaint; (2) explain the process for how to file a formal complaint; (3) inform the complainant that any report made in good faith will not result in discipline; and (4) respect the complainant's wishes with respect to whether to investigate unless the Title IX Compliance and Civil Rights Officer determines it is necessary to pursue the complaint in light of a health or safety concern for the community.

Rocketship has a Title IX obligation to provide all students, not just the complainant, with an educational environment that does not discriminate based on sex. Depending on the circumstances, the Title IX Compliance and Civil Rights Officer may file a formal complaint that

obligates the school to initiate an investigation regardless of the complainant's relationship with the school or interest in participating in the Title IX grievance process.

If a formal complaint is filed, Rocketship will follow the Title IX grievance process. The Title IX grievance process will be reserved only for those alleged actions that fall under the Title IX definition of sexual harassment and where a formal complaint has been filed.

Rocketship may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

All conduct not covered under the Title IX definition of sexual harassment, including sexual misconduct, will be addressed by Rocketship under the student code of conduct.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Rocketship's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Rocketship's educational environment, or deter sexual harassment.

Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Rocketship will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Rocketship to provide the supportive measures.

If Rocketship does not provide a complainant with supportive measures, Rocketship will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit Rocketship in the future from providing additional explanations or detailing additional measures taken.

Emergency Removal

Rocketship may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Rocketship's policies. Rocketship may remove the respondent from its educational program or activity on an emergency basis, in accordance with Rocketship's policies, provided that

Rocketship undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. Rocketship must continue to meet its obligations under federal disability laws, and this provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

The Title IX Grievance Process

In most cases, a thorough grievance process will take no more than ninety (90) days. If the Title IX Compliance and Civil Rights Officer determines an investigation will take longer than ninety (90) days and needs to be delayed or extended due to good cause, the Title IX Compliance and Civil Rights Officer will inform the complainant and respondent of the reasons for the delay or extension and provide an estimated date the grievance process will be complete.

1. Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Title IX Compliance and Civil Rights Officer will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

- a. a description of the allegations of sexual harassment at issue and, to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- b. a statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- c. a statement that the parties may have an advisor of their choice, who may be (but is not required to be) an attorney, and the parties may inspect and review evidence during the investigation process; and
- d. a statement that Rocketship prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

2. Informal Resolution

If a formal complaint of sexual harassment is filed, Rocketship may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility.

Informal resolution may involve agreement to pursue individual or community remedies, including targeted or broad-based educational programming or training; supported direct conversation or interaction with the respondent; mediation; indirect action by the Title IX Compliance and Civil Rights Officer; and other forms of resolution that can be tailored to the needs of the parties.

If Rocketship offers such a process, it will do the following:

a. Provide the parties with advance written notice of:

i. The allegations;

ii. The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

iii. The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

iv. Rocketship's informal resolution procedures, which are as follows: that no one directly involved in the grievance process or appeal process, such as the decision-maker or investigator, will be involved in the voluntary resolution process; that nothing communicated or discussed in the voluntary resolution process will be shared with those directly involved in the grievance process or appeals without the consent of the party whose communication will be shared; that Rocketship may maintain its own confidential records noting a voluntary resolution process was commenced and whether resolution was reached or not; and that, should the parties agree to a resolution, Rocketship will document the terms of the resolution for its records and the parties.

b. Obtain the parties' advance voluntary, written consent to the informal resolution process.

Rocketship will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

With the parties' consent, Rocketship has the freedom to allow the parties to choose an informal resolution mechanism that best suits their needs. If the parties agree to participate in the informal resolution process, the Title IX Compliance and Civil Rights Officer will assign a facilitator to conduct the proceedings.

With the voluntary consent of the parties, informal resolution may be used to agree upon disciplinary sanctions. Disciplinary action will only be imposed against a respondent where there is a sufficient factual foundation and both the complainant and the respondent have agreed to forego the additional procedures set forth in this school's policy and accept an agreed upon sanction.

Any person who facilitates an informal resolution will be trained and free from conflicts of interest or bias for or against either party.

At Rocketship's discretion, Rocketship may postpone commencing an investigation or suspend an ongoing investigation while the informal resolution process occurs.

3. Investigation

Upon receipt of a formal complaint of sexual harassment, the Title IX Compliance and Civil Rights Officer will promptly initiate a thorough and impartial investigation.

The investigation process is as follows:

- a. The Title IX Compliance and Civil Rights Officer will assign an investigator to investigate the allegations. The investigator will not be the same person as the Title IX Compliance and Civil Rights Officer, the decision-maker or the person hearing the appeal. Rocketship shall ensure the investigator (1) has no prior knowledge of the incident under investigation and (2) does not have a conflict of interest or bias for or against the complainant or respondent.
- b. The investigator will attempt to collect all relevant information and evidence. The investigator may, among other things, interview the complainant, the respondent, and any witnesses; review law enforcement investigation documents if applicable; review relevant student or employment files (preserving confidentiality wherever necessary); and gather and examine other relevant documents, social media, and evidence. While the investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the investigator so that they may be considered during the investigation.
- c. If, in the course of an investigation, Rocketship or the investigator decides to investigate allegations about the complainant or respondent that are not included in the Notice of Allegations, Rocketship must provide notice of the additional allegations to the parties whose identities are known.
- d. The investigator will not, as a general rule, consider the sexual history of a complainant or respondent. However, in limited circumstances, sexual history may be directly relevant to the investigation.
- e. A parent or legally authorized guardian is permitted to act on behalf of the complainant or respondent and exercise the rights granted to the complainant or respondent under this policy.
- f. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to

have an advisor (who may be, but does not need to be, an attorney) of their choice present during any investigative meeting or interview.

g. The parties will not be prohibited from discussing the allegations under investigation or gathering and presenting relevant evidence.

h. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

i. Prior to completion of the final investigative report, Rocketship will send to each party and the party's advisor, if any, a copy of the draft investigative report and a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the final investigation report.

j. The investigator will complete a final investigative report that fairly summarizes relevant evidence.

k. Rocketship will send a copy of the final investigative report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility, for each party's review and written response. Each party will have the opportunity to submit written, relevant questions that a party wants asked of any party or witness. Within a reasonable amount of time, Rocketship will provide each party with written answers to these written questions, and Rocketship will provide each party the opportunity to ask additional, limited follow-up questions.

i. Rocketship may exclude submitted questions as not relevant, duplicative, or repetitive;

ii. Rocketship will exclude:

A. Questions that seek information about a party's medical, psychological, or similar records, unless the party has given written consent;

B. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

iii. If any question is excluded, the decision-maker will explain the exclusion to the party who submitted the question.

4. Dismissal of a Formal Complaint of Sexual Harassment

If the investigation reveals the alleged harassment did not occur in Rocketship's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Rocketship policy.

Rocketship may dismiss a formal complaint of sexual harassment if:

- a. The complainant provides a written withdrawal of the complaint to the Title IX Compliance and Civil Rights Officer;
- b. The respondent is no longer employed or enrolled at Rocketship; or
- c. The specific circumstances prevent Rocketship from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

If a formal complaint of sexual harassment or any of the claims therein are dismissed, Rocketship will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties and their advisors (if any).

5. Determination of Responsibility

The Title IX Compliance and Civil Rights Officer will assign a decision-maker to review the final investigation report and the evidence and to render findings on the allegations. The decision-maker will not be the Title IX Compliance and Civil Rights Officer, investigator, or any individual who may have prior knowledge of the incident under investigation or who may have a conflict of interest. Rocketship will ensure all decision-makers do not have a bias for or against complainants or respondents.

The standard of evidence used to determine responsibility is the preponderance of the evidence standard. Under the preponderance of the evidence standard, the decision-maker must determine whether the alleged facts are more likely than not to be true.

Rocketship will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

- the allegations in the formal complaint of sexual harassment;
- all procedural steps taken, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- the findings of facts supporting the determination;

- the conclusions about the application of Rocketship’s code of conduct, Rocketship’s policies and all pertinent federal and state laws to the facts;
- a statement of, and rationale for, the result as to each allegation, including determination regarding responsibility;
- any disciplinary sanctions Rocketship imposes on the respondent, and whether remedies designed to restore or preserve equal access to the Rocketship’s education program or activity will be provided to the complainant; and,
- the procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that Rocketship provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

6. Title IX Right of Appeal

The Title IX Compliance and Civil Rights Officer will assign a person to handle the appeal. The person handling the appeal will not be the Title IX Compliance and Civil Rights Officer, investigator, decision-maker or any individual who may have prior knowledge of the incident under investigation or who may have a conflict of interest. Rocketship will ensure all persons handling appeals do not have a bias for or against complainants or respondents.

Each party may appeal (1) the dismissal of a formal complaint or any included allegations and/or (2) a determination regarding responsibility. To appeal, a party must submit their written appeal within five (5) business days of being notified of the decision. The written appeal should be submitted to the person who will handle the appeal, and the written appeal should include the grounds for the appeal.

Permissible grounds for appeal are:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made and that could affect the outcome of the matter;
- the Title IX Compliance and Civil Rights Officer, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against an individual party, or for or against complainants or respondents in general, that affected the outcome of the matter.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- the complainant and the respondent shall have the same appeal rights and Rocketship will implement appeal procedures equally for both parties;
- Rocketship will notify the other party in writing when an appeal is filed;
- the person handling the appeal will:
 - give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
 - issue a written decision describing the result of the appeal and the rationale for the result; and,
 - provide the written decision simultaneously to both parties.
- the submission of an appeal stays any sanctions for the pendency of an appeal.

7. Title IX Sanctions and Remedies

Rocketship will take reasonable steps to address any violations of this Policy and to restore or preserve equal access to the school's education programs or activities.

If a respondent is found responsible for the prohibited behavior as alleged, sanctions are based on the severity and circumstances of the behavior. Disciplinary actions or consequences can range from a conference with the respondent and a school official through suspension or expulsion. When a respondent is found responsible for the prohibited behavior as alleged, remedies must be provided to the complainant. Remedies are designed to maintain the complainant's equal access to education and may include supportive measures or remedies that are punitive or would pose a burden to the respondent.

If Rocketship does not provide a complainant with supportive measures, Rocketship will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit Rocketship in the future from providing additional explanations or detailing additional measures taken.

The Title IX Compliance and Civil Rights Officer is responsible for effective implementation of any remedies ordered by Rocketship in response to a formal complaint of sexual harassment.

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Rocketship or termination of employment.

8. Training

Rocketship will ensure the Title IX Compliance and Civil Rights Officer, investigators, decision-makers, any person who handles appeals, and any person who facilitates an informal resolution process receive training on the definition of sexual harassment, how to conduct an investigation and grievance process (including appeals and informal resolution processes), and how to serve impartially (including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias).

Rocketship will ensure investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. Rocketship will ensure decision-makers receive training on evaluating evidence under the preponderance of the evidence standard and on issues of relevance. Any materials used to train Title IX Coordinators, investigators, decision-makers, any person who handles appeals, and any person who facilitates an informal resolution process must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

9. Recordkeeping

All records related to any investigation of a formal complaint of sexual harassment under this Policy are maintained in a secure location.

Rocketship will maintain the following records for at least seven (7) years:

- records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- records of any appeal of a formal sexual harassment complaint and the results of that appeal;
- records of any informal resolution of a sexual harassment complaint and the results of that informal resolution;
- all materials used to train the Title IX Compliance and Civil Rights Officer, investigators, decision-makers, any person who handles appeals and any person who facilitates an informal resolution process; and,
- records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.