



**Wednesday, August 28, 2024**

**Rocketship Public Schools National Board of Directors Meeting (2024-25 Q1) - Day 1**

**Meeting Time: 12:00pm**

**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: 2055 Gateway Pl, 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**

**1080 North 7th Street, San Jose, CA 95112**

---

**1. Opening Items**

A. Call to order

B. Public comment on off-agenda items

---

**2. Consent Agenda**

A. Approve minutes from the June 13, 2024 meeting of the Board of Directors

B. Ratify the appointment of Deborah McGriff and Loren Morris to the Rocketship Wisconsin Board of Trustees

C. Adopt the 2024-25 El Dorado Charter Special Education Local Plan Area, Section B, for all CA schools

D. Approve Submission of Form J-13A

---

**3. Information Items**

A. Regional Board Guest Introductions

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

C. 2023-24 Student Achievement Recap and 2024-25 Plan

---

**4. Break**

---

**5. Action Items: Budget - Review and Approval**

---

A. Approve the Revised 2024-25 Budget as recommended by the Rocketship Business Committee

---

#### **6. Action Items: Finance - Review and Approval**

---

A. Approve Revised Rocketship Fiscal Policies as recommended by the Rocketship Business Committee

B. Approve Resolution #2024-05 to Authorize Transition of 403(b) Vendor

---

#### **7. Action Items: CA School Operations - Review and Approval**

---

A. Approve Rocketship Si Se Puede, Rocketship Alma and Rocketship Brilliant Minds Charter Renewal Petitions

B. Approve Revised School Council and Committee Policy for California Rocketship Schools

C. Approve Revised Title IX Policy and Grievance Procedures (CA)

D. Approve Updated After School Education and Safety (ASES) Program Plans for all CA Schools

E. Approve Updated Expanded Learning Opportunities Program (ELOP) Plans for all CA Schools

---

#### **8. Action Items: TN School Operations - Review and Approval**

---

A. Approve Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) for all TN Schools

B. Approve TN Instructional Materials and Library Collection Policy

C. Approve TN Student Educational Record Policy

D. Approve Applications to TN Authorizers for Material Revisions to Charters of: Rocketship Dream Community Prep, Rocketship Nashville Northeast Elementary, and Rocketship United Academy

---

#### **9. Closed Session**

---

A. Conference with Legal Counsel — Existing Litigation 2 Cases - Knox vs RSED and V.R. et. al. vs RSED - Code § 54956.9.

---

#### **10. Agenda Items**

---

A. Public report on actions taken in closed session

---

#### **11. 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:compliance@rsed.org) por lo menos 24 horas antes del inicio de la reunión.

**Rocketship Public Schools Board of Directors  
Summary of Consent Items - August 28, 2024**

**Item 2A. Approve minutes from the June 13, 2024 meeting of the Board of Directors**

We held our last Board of Directors meetings on June 13, 2024 and this agenda item puts forth the minutes from those meetings for approval.

**Item 2B. Ratify the appointment of Deborah McGriff and Loren Morris to the Rocketship Wisconsin Board of Trustees for a three-year initial term through the end of June 2027**

Loren Morris was appointed to the Rocketship Wisconsin Board of Trustees on June 21, 2024. As part of his nomination process, Loren met with Preston, members of the Rocketship Wisconsin Board of Trustees, and members of the Rocketship Board of Directors, who were supportive of his appointment. This item asks the board to ratify this appointment.

**Loren Morris** is Vice President, Advisor Practices Strategy and Design at Northwestern Mutual and is focused on identifying emerging external trends in top rival practices, as well as internal insights from successful Northwestern Mutual advisors and field leaders. In this role, he is responsible for providing key insights and strategic points of view for our future advisor practice investments.

Loren serves as Northwestern Mutual's resident expert at the forefront of shaping the future of sophisticated advisor practices at Northwestern Mutual. Possessing both industry perspective and a deep knowledge of both the company and the field, Loren's contributions in recent years have positioned Northwestern Mutual for the next chapter in this important work.

Loren and the Advisor Practices team have been responsible for the growth and evolution of Northwestern Mutual's approach to teaming through the Advisor Practice Platform, as well as the launch and ongoing evolution of Private Client Group (PCG). He was also instrumental in launching Advisor Desktop, a key component of our field experience. These efforts have helped ensure Northwestern Mutual is the best place for advisors with sophisticated practices to grow and build enterprise value within their businesses.

Throughout his career, Loren has held senior financial services roles in the wealth management industry. His career has led him to gain broad-based experience in business development, operations, leading high-performing teams and transforming businesses. Loren thrives on implementing complex business objectives and brings a strategic, collaborative, engaging style to partner with key stakeholders in the field and home office.

Prior to joining Northwestern Mutual in October 2020, Loren served as the Chief Operating Officer, Traditional Channel at Cetera Financial Group, which provides financial solutions to nearly 3,000 advisors across the United States. Prior to Cetera Financial Group, Loren served as Director of Strategic Development of MarketCounsel, Head of Advisor Services of Cantor Fitzgerald Wealth Partners, and Director of RIA Services of Dynasty Financial Partners. He launched his career at The Chubb Group of Insurance Companies as a property and casualty underwriter.

Loren earned a Bachelor of Arts degree in political science from Yale University and a Master of Business Administration in finance from The Tuck School of Business at Dartmouth.

Loren has two children: Zachary, a recent graduate of Yale University and Sydney, a junior at Brown University. Loren enjoys playing tennis, skiing, world travel and international cuisine.

**Deb McGriff** has served on the Rocketship Board of Directors since 2011. Additionally, for the last year she has served as advisor on the Achievement Committee of the Rocketship Wisconsin Board of Trustees. On June 21, 2024, she was appointed as a full member of the Rocketship Wisconsin Board of Trustees. This item asks the board to ratify this appointment.

**Deborah** has been committed to transforming the lives of underserved urban school students for more than four decades. In 1993, Deborah became the first public school superintendent to join EdisonLearning (formerly Edison Schools). Prior to joining EdisonLearning, Deborah served as the first female General Superintendent of Detroit Public Schools. She was a teacher and administrator in the New York City Public Schools for more than a decade. Deborah is former President of the Education Industry Association. She serves on the executive committee of the National Alliance for Public Charter Schools, Policy Innovators in Education Network, and was a founder and national board member of the Black Alliance for Educational Options. She also serves on the advisory board of the Games and Learning Publishing Council, Hechinger Report, Program on Education Policy and Governance at Harvard's John F. Kennedy School of Government and is a member of the Review Board for the Broad Prize in Urban Education. Deborah holds a bachelor's degree in education from Norfolk State University, a master's degree in education with a specialization in reading pedagogy from Queens College of the City University of New York, and a doctorate in Administration, Policy and Urban Education from Fordham University.

**Item 2C. Adopt the 2024-25 El Dorado Charter Special Education Local Plan Area, Section B, for all CA schools**

Please see attached Executive Summary.

**Item 2D. Approve Submission of Form J-13A**

Please see attached Executive Summary.

## Rocketship Public Schools National Board of Directors Meeting (2023-24 Q4) (Thursday, June 13, 2024)

Generated by Cristina Vasquez on Thursday, June 20, 2024

### 1. Opening Items

#### A. Call to order

At 1:01pm, Mr. Jordan took roll call. With a quorum of board members present, Mr. Jordan called the meeting to order. Present: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Slotter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan  
Absent: April Taylor, Charmaine Detweiler, Dan Sanchez, Daniel Velasco, Deb McGriff, Deja Gipson, Rajen Sheth, Yolanda Bernal Samano, \*Peter Philpott (advisor)

Additional Attendees: Derwin Sisnett

#### B. Public comment on off-agenda items

At 1:04pm, 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 May 29, 2024 meeting of the Board of Directors

#### B. Approve the 2024-25 Rocketship Education Board of Directors meeting calendar

#### C. Appoint Charmaine Detweiler to the Launchpad Development Company Board effective July 2024

#### D. Appoint Derwin Sisnett to the Rocketship Public Schools Board of Directors through the end of June 2026

At 1:06pm, Mr. Stanger made a motion to approve the consent items. This motion was seconded by Mr. Kilb, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Slotter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan

N: --

Abstain: --

### 3. Information Items

#### A. Mission Moment

At 1:06pm, information item 3(A) was presented. No action was taken.

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

At 1:16pm, information item 3(B) was presented. No action was taken.

#### C. School Safety Facility Update

At 1:53pm, information item 3(C) was presented. No action was taken.

At 2:08pm, Charmaine Detweiler joined the meeting.

### 4. Action Items: Agreements - Review and Approval

#### A. Approve the FY 2024-25 Charter School Retirement Reporting Agreement

#### B. Approve the Memorandum of Understanding between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley 2024 Summer Enrichment Program

#### C. Approve Memorandum of Understanding 2024-25 After School Education and Safety (ASES) Program Grant and Expanded Learning Opportunities Program (ELOP) Grant

#### D. Approve Second Amendment to Memorandum of Understanding (MOU) 2024-2025 between Rocketship Public Schools and Boys & Girls Clubs of Silicon Valley Expanded Learning Opportunity Program

#### E. Approve Amendment 2 of the Food Service Management Contract with SLA Management Inc. (TN)

#### F. Approve the Second Amendment to the Agreement Between Rocketship Education and Gray Line Tennessee

At 2:33pm, the board discussed action items 4(A-F).

At 2:46pm, Mr. Stanger made a motion to approve the action items 4(A-F). This motion was seconded by Mr. Raven, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Slotter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

### 5. Action Items: Policy - Review and Approval

#### A. Approve the 2024-25 Rocketship Education Employee Handbook for California and Tennessee

#### B. Approve the 2024-25 Rocketship Education Family Handbook - California

#### C. Approve the 2024-25 Rocketship Education Family Handbook - Tennessee

#### D. Approve the revised EL Identification, Reclassification and Monitoring Policy

#### E. Approve the Amended Instructional Materials & School Library Collection Policy (TN)

#### F. Approve Surrogate Parent Procedures (TN)

#### G. Approve the addition of Time and Effort Policies and Procedures to Rocketship's Fiscal Policies

At 2:47pm, the board discussed action items 5(A-G).

At 2:51pm, Mr. Terman made a motion to approve the action items 5(A-G). This motion was seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

## **6. Action Items: Calendars - Review and Approval**

**A. Approve the 2024-25 School Instructional Calendar for Rocketship Schools in California and Tennessee**

**B. Approve the 2024-25 Attendance Calendar for Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Discovery Prep, Rocketship Alma, Rocketship Fuerza, Rocketship Brilliant Minds and Rocketship Rising Stars**

At 2:52pm, the board discussed action items 6(A-B).

At 2:53pm, Ms. Miller made a motion to approve the action items 6(A-B). This motion was seconded by Mr. Terman, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

## **7. Action Items: Applications and Resolutions - Review and Approval**

**A. Approve the 2024-25 Consolidated Funding Application Intent to Apply - California**

**B. Approve Resolution #2024-02 Appointing the Officers of Rocketship Education**

**C. Approve the 2024-04 Resolutions of the Board of Directors of Rocketship Education to Establish Authority to Reallocate State and Federal Special Education Funding and to Reallocate Income for Fiscal Year 23-24**

At 2:54pm, the board discussed action items 7(A-C).

At 2:57pm, Ms. Detweiler made a motion to approve the action items 7(A-C). This motion was seconded by Mr. Fox, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

## **8. Action Items: Review and Approval - LCAP Items**

**A. Approve Local Control Accountability Plan (LCAP) Federal Addenda**

**B. Review and approve the California School Dashboard 2023-24 Local Indicator data**

**C. Approval of the Local Control Accountability Plans (LCAPs) 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**

At 2:58pm, the board discussed action items 8(A-C).

At 3:04pm, Ms. Detweiler made a motion to approve the action items 8(A-C). This motion was seconded by Ms. Nwabara, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Malka Borrego, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

At 3:05pm, the board took a break.

## **9. Action Items: Budget Approval**

**A. Approve Rocketship 2024-25 annual plan and budget, including all school-level budget**

At 3:15pm, the board discussed action item 9(A).

At 3:18pm, Ms. Borrego left the meeting.

At 4:10pm, Mr. Terman made a motion to approve the action items 9(A). This motion was seconded by Ms. Nwabara, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Mike Fox, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

## **10. Action Items: National CMO Decisions**

**A. Approve the Deferral of the 2023-24 Service Agreement Fee**

**B. Approve the Waiver of the 2022-23 and 2023-24 Service Agreement Fees****C. Approve Resolution #2024-03 to Approve Subordination of Service Agreement Fees with Rocketship Texas**

At 4:11pm, the board discussed action items 10(A-C).

At 4:13pm, Mr. Fox left the meeting.

At 4:16pm, Mr. Castaneda made a motion to approve the action item 10(A). This motion was seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

At 4:30pm, Mr. Stanger made a motion to approve the action item 10(B). This motion was seconded by Mr. Kilb, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

At 4:34pm, Mr. Stanger made a motion to approve the action item 10(C). This motion was seconded by Ms. Nwabara, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

**11. Closed Session****A. Conference with Legal Counsel -- Existing Litigation 1 Case - Knox - Code § 54956.9.**

At 4:40pm, Ms. Miller made a motion to move to Closed Session. This motion was seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Greg Stanger, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

At 5:00pm, Mr. Stanger left the meeting.

**B. Public report on actions taken in closed session**

At 5:08pm, Mr. Jordan reported that no actions were taken on items 11(A) during the closed session.

**12. Adjournment**

At 5:09pm, Ms. Sloter made a motion to adjourn the meeting. This motion was seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Alex Terman, Brian Kilb, Hugo Castaneda, Joey Sloter, Julie Miller, June Nwabara, Michelle Mercado, Ray Raven, Louis Jordan, Charmaine Detweiler

N: --

Abstain: --

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 2C.		OPEN/ACTION
		INFORMATION
	X	CONSENT
<b>Subject:</b> Adopt the Updated 2024-25 El Dorado Charter Special Education Local Plan Area, Section B, for all CA schools		

**Recommendation(s):**

The California Regional Integrated Special Education (ISE) Department has reviewed the Updated 2024-25 El Dorado Charter Special Education Local Plan Area, Section B, for all CA schools (Updated Plan), and recommends approval by the Rocketship Education Board of Directors (Board).

**Background:**

The El Dorado Charter Special Education Local Plan Area (SELPA) is a statewide education organization governed by representatives of member charter schools. The SELPA was established to support charter schools (such as Rocketship) that have chosen to operate as independent Local Education Authorities (LEAs) for special education purposes.

We have a long-standing partnership with the SELPA. Rocketship's agreement to allow for its participation in the SELPA was last approved by the Board in 2021, and is still current, however, this Updated Plan is revised annually and requires Board approval.

**Summary of Previous Board Action:**

The last version of the SELPA Plan was approved by the Board on February 24, 2021.

**Fiscal Impact:**

N/A

**Submitted by:**

Kennycia Harriston, Director of ISE, Bay Area  
Danny Etcheverry, Senior Director of School Supports, CA



Special Education Local Plan Area (SELPA) Local Plan

**SELPA**

**Fiscal Year**

## **LOCAL PLAN**

### **Section B: Governance and Administration**

### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The El Dorado County Charter SELPA (Charter SELPA) is composed of local education agency (LEA) charter schools that have chosen to be their own LEA for special education purposes and may be located inside and outside the geographic boundaries of El Dorado County. The El Dorado County Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado County Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California. Charter LEA members are located in most of the 58 counties within the State of California and reside in both urban and rural areas with the concentration of the LEAs in the following regions: Bay area, Los Angeles area, San Diego area, San Bernardino area, Orange County, Sacramento area, and Butte County. Special education services and programs are provided at the Charter LEA. The Charter LEAs cooperate with the county office in which they reside and/or authorizer (Local School District or COE) through local agreements and partnerships.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

Upon entry into the Charter SELPA, the governing board for each charter LEA shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such a representative shall have a number of votes equal to the number of charter LEAs (CDS) represented.

The CEO Council is the governing body that consist of a key leader i.e. CEO, Executive Director, Director from each of the participating charter LEAs or their identified designee. The CEO Council holds the required public hearings and approves the Local Plan, Annual Service and Budget Plans, and SELPA

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

policies.  
Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in the Charter SELPA policies.  
As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education for each charter LEA delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.  
  
The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools is the Superintendent of the RLA/AU that oversees the administration of the Charter SELPA. The Executive Director of the Charter SELPA is identified as the designee for the County Superintendent for administrative duties of the SELPA.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such a representative shall have a number of votes equal to the number of charter LEAs represented.  
  
Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.  
  
A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.  
  
The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee i.e. SELPA Executive Director to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to approve the El Dorado County Charter SELPA Local Plan, the Charter SELPA Allocation Plan and Charter SELPA Policies and Administrative Regulations. A minimum of two meetings per year will be held.  
  
The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of federal and state funds within the Charter SELPA.  
  
Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools. Any changes to the local plan, allocation plan, policies, administrative regulations are vetted through the Executive Committee (ad hoc) that is comprised of members of the CEO council with final drafts for review and approval brought forth to the CEO Council. The SELPA Administration is responsible for implementing

Section B: Governance and Administration

SELPA

Fiscal Year

processes and procedures to ensure what is identified in SELPA policies and administrative regulations, the Local Plan, and Allocation plan are executed.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The El Dorado County Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit is employed and under the supervision of the County Superintendent of Schools who ensures that the SELPA Executive Director coordinates and implements the local plan, allocation plan, and approved policies and procedures. The Executive Director is responsible for the day to day operation of the SELPA team that include Coordinators, Program Specialists, Data and Business team, and administrative support staff. Operations include technical assistance, professional development, governance meetings, informational meetings, and all State and Federal reporting requirements.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

- Yes       No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws that state: Per California Education Code § 56192, The El Dorado Charter SELPA Community Advisory Committee may be composed of:

- a) Parents of individuals with exceptional needs enrolled in the member LEA
- b) Parents of other pupils enrolled in the member LEA

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

- c) General education teachers
- d) Special education teachers and other school personnel
- e) Representatives of other public and private agencies
- f) Individuals with exceptional needs and persons concerned with the needs of individuals with exceptional needs (e.g. community advocates, service agencies, etc.)

The majority of such committee shall be composed of parents of pupils enrolled in schools who are members of the El Dorado Charter SELPA, and at least a majority of such parents shall be parents of individuals with exceptional needs (EDC § 56193). It is the intent of the El Dorado Charter SELPA Community Advisory Committee to maintain a membership with broad representation of all disabilities within the El Dorado Charter SELPA. The SELPA Director and/or designee shall serve as an ex-officio member of the Community Advisory Committee. 4.2 The El Dorado Charter SELPA Community Advisory Committee will encourage all parties (as noted in 4.1) to select and approve representatives to the Community Advisory Committee with the following expectations: a) The individual LEA member representatives of the Community Advisory Committee will be appointed by the respective members' LEA Board of Trustees. b) Community Advisory Committee members shall be appointed for at least two years and be annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year (EDC § 56191). c) At least the majority of the representatives from these shall be parents of individuals with exceptional needs The review of the local plan by the CAC shall take place during the regular cycle of updates or any material changes that may take place in between a regular cycle to the local plan and the CAC will have at least 30 days to review and provide input.

Because of the geographic diversity within the El Dorado County Charter SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in separate locations, connected by electronic means, through audio and video.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the LEA charter schools in accordance with the Education Code and the El Dorado County Charter SELPA Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings (no less than three a year), the SELPA will ensure that the development, amendment, and review of the Local Plan is conducted

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

The Charter SELPA Executive Committee (ad hoc) that is comprised of CEO Council representatives that represent general education teachers, special education teachers, and administrators review any edits/revisions of the local plan and provides feedback prior to a final draft being presented to the CEO Council for approval.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The El Dorado County Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plan. The SELPA administrative unit has the primary responsibility for the following services and activities:

1. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEAs, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
2. Organize and maintain the administrative team to monitor the operations of the local plan and make recommendations for necessary revisions.
3. Ensure the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the RLA to coordinate the implementation of the plan pursuant to Education Code Section 56030. Provide for the attendance of designated members of the RLA's staff at all regularly scheduled CAC meetings.
4. Coordinate community resources with those provided by LEAs and SELPA, including providing such contractual agreements as may be required.
5. Coordinate the State special education accountability processes.
6. Provide alternative dispute resolution support and services.
7. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
8. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
  - Evidence-based practices.

Section B: Governance and Administration

SELPA EI Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

- Program development and improvement.
- Individual cases.
- State complaints.
- Requests for due process mediation and hearing.
- Appropriate programs and services for specific pupils.
- Other services reasonable and necessary to the administration and coordination of the Local Plan.

The RLA/AU has primary responsibility, with the support of the SELPA administrative unit, for the following activities and services:

- Governance
  - Organize and maintain the governance structure of the local plan and make recommendations for necessary revisions, including, but not limited to, the local plan, allocation plan, policies, and administrative regulations.
- Data Reporting
  - Establish and maintain methods, timelines, and forms to submit required federal, state and SELPA reports.
  - Provide the method and forms to enable the LEAs to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
- Public Meetings
  - Schedule public meetings for purposes of governance activities and adopting the Local Plan that include the Annual Service Plan and Budget Plan.
- Fiscal Responsibilities
  - Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEAs to compile and submit budgets for the programs and monitor the fiscal aspects of the programs conducted, and receive the special education apportionments as authorized by applicable law.
  - Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- Administrative
  - Serve as the employing agency for personnel who have responsibilities throughout the local plan area, including but not limited to the SELPA administrator for the local plan area, program specialists, and classified employees of the SELPA. Employment of such personnel will be in accordance with personnel policies and practices of the RLA.

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

- Establish and maintain those programs and services requested through the governance structure and agreed to by the County Superintendent.
  - Receive special education funding in accordance with the Allocation and Budget Plan and in accordance with the funding generated by the RLA computations for programs/services maintained by the RLA.
- Perform other services necessary to the administration and coordination of the Local Plan.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

As members of the El Dorado County Charter SELPA, each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. The SELPA, may at times enter into inter-SELPA agreements on behalf of the LEA with the understanding that the LEA is the entity responsible for any and all fiscal obligations. There are no additional contractual agreements that supersede education code.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such a representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendaized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee i.e. SELPA Executive Director to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to approve the El Dorado County Charter SELPA Local Plan, the Charter SELPA Allocation Plan and Charter SELPA Policies and Administrative Regulations. A minimum of



Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of federal and state funds within the Charter SELPA.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The El Dorado County Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement to locally approve the local plan through their respective LEA Board of Directors and for the implementation of the local plan.

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan and adopted policies/administrative regulations of the Charter SELPA. The LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

LEAs are responsible for the coordination of special education services and programs within their LEA and for the implementation of the Local Plan. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education in general education, even with the use of accommodations and/or modifications of the general education program and/or the use of supplementary aids or programs, cannot be achieved satisfactorily. Students with disabilities are served in their LEA whenever possible. However, it is recognized that some students have unique educational needs requiring that services be provided by other LEAs or NPA/NPS through local contractual agreements. LEA responsibilities include:

- Coordinating and conducting child find activities;
- Developing and providing programs and services for all eligible students for whom the LEA is responsible in accordance with state or federal laws and regulations;
- Selecting, compensating, and determining the duties of the special education teachers, instructional aides, and other personnel as required to conduct the programs and services specified in the local plan, and in compliance with state and federal mandates;
- Operating all special education programs and services in accordance with state and federal laws and regulations, and in conformance with the local plan;
- Organizing and administering the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Section 56341 and in compliance with the local plan;

- Providing facilities as required to house the programs conducted by the LEA;
- Providing for the acquisition and distribution of supplies and equipment for the programs conducted by the LEA;
- Providing and/or arranging for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA;
- Cooperating in the provision of curricula for the classes and programs operated by the contracting LEA or NPS;
- Cooperating in the evaluation of the programs as specified in the local plan, with the contracting LEA or NPS;
- Cooperating in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the local plan with the contracting LEA or NPS;
- Providing for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability and ensure the continued implementation and compliance with eligibility criteria;
- Providing for the inclusion of individuals educated under the local plan into the general education programs and evaluating the results of such inclusion according to specifications of the Local Plan;
- Conducting the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the local plan;
- Collecting and completing state and federal report requirements, including California Longitudinal Pupil Achievement Data System (CALPADS reports and compliance reviews), and reports on student enrollment, program expenditures, and program evaluation;
- Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings;
- Utilizing the same data management information system, forms, procedures, and guidelines as all other charter schools within the SELPA;
- Participating in state/district-wide assessments;
- Designating a representative for the LEA to serve on the CAC, in accordance with Education Code Sections 56192-56193 and pursuant to the procedures established in the local plan;
- Designating the LEA CEO/Superintendent to represent the LEA on the CEO Council to supervise and direct the implementation of the local plan;
- Receiving special education funding in accordance with the Allocation and Budget Plan and in accordance with the funding generated by the specific LEA computation completed, for programs maintained by the LEA.

In addition to the responsibilities outlined for the SELPA, the RLA/AU, and the LEAs participating in the Local Plan, an Agreement for Participation has been approved by the local LEA BOD and CEO Council.

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

Funds received by the El Dorado County Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.  
State and federal funds received by the RLA/AU and El Dorado County Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado County Charter SELPA adopted Allocation Plan.  
The El Dorado County Charter SELPA Allocation Plan determines how revenue allocated to the SELPA will be distributed to its member LEAs. The document details which funding sources will be pooled, shared, or distributed to member LEAs. These decisions have been agreed upon by member LEAs according to the governance structure and have been the result of meaningful discussions and considerations of potential impacts on students, families, and staff throughout the SELPA by the SELPA CEO Council. Agreed upon expenditures, including pooled, shared and fee for service expenditures that are approved through the Allocation Plan for the SELPA, will be treated as deductions from the allocations to member LEAs, and as such a net transfer of funds can be made for ease of distribution. The allocation plan is reviewed and updated regularly based on any changes to state and federal funding or any new revenue streams are determined through legislative changes.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The Charter LEA shall be responsible for providing special education programs and/or services to each individual student with exceptional needs enrolled in their LEA. The LEA may utilize any of the following options, in order to develop or determine an appropriate public education program for a special education pupil and in accordance with the least restrictive environment (LRE) mandate.

- Remain in regular education program with supportive assistance;
- Placement in an LEA special education program and/or service;
- Referral and consideration for placement in a County Office of Education program and/or service;

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

- Referral and consideration for placement in another LEA-operated special education program and/or service;
- Referral and consideration for placement in a public agency special education program and/or service, other than an educational agency;
- Referral and consideration for placement in a nonpublic, nonsectarian school and/or agency for special education program and/or service;
- Referral and consideration for diagnostic services and/or placement in a state school.

In accordance with the plan, the SELPA Administrator may aid the LEA in the discharge of the responsibility delineated above.

The SELPA Allocation Plan, approved by the SELPA CEO Council shall be the governing language regarding financial matters and shall take precedence over any conflicting language regarding financial matters found in the SELPA Local Plan.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado County Charter SELPA Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans and any state and federal reporting requirements including the Maintenance of Effort (MOE).

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined provides the student a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Should a student need a more restrictive placement to ensure they have access to the specialized equipment and services outlined in their IEP, the Charter as their own LEA is responsible. The SELPA allocation plan outlines how a charter LEA may access any state and federal funds to ensure specialized equipment and services are implemented including the access and use of Low Incidence funding for students with a designated low incidence disability per their Individualized Education Plan (IEP).

Section B: Governance and Administration

SELPA

Fiscal Year

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

---

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

---

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

SELPA

Fiscal Year

**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades TK-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer (CEO) or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their LEA, each LEA's "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant and homeless children. (20 USC § 1412(a)(3).)

SELPA

Fiscal Year

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a Free and Appropriate Education (FAPE) in the least restrictive environment as required by law. The Charter Chief Executive Officer (CEO) or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP. The specifics of the IEP process are set out in CEO Administrative Regulation 3.

**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

Section B: Governance and Administration

SELPA

Fiscal Year

services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities. The Charter CEO or designee shall represent the LEA in any due process hearing conducted with regard to that LEA's students and shall inform their governing board about the results of the hearing.

Complaints for Special Education:  
A due process complaint is regarding the provision of FAPE and may only be filed by a parent, student, or LEA. The due process complaint is different from those complaints alleging a violation of state or federal law and that can be filed by anyone. Due process complaint procedures are described in detail in the accompanying administrative regulation.  
Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the member LEA's uniform complaint procedures.

**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:



Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

“It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.” The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381:
    - (a)(1) A reassessment of the pupil, based upon procedures specified in Section 56302.1 and in Article 2 (commencing with Section 56320), and in accordance with Section 1414(a), (b), and (c) of Title 20 of the United States Code, shall be conducted if the local educational agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the pupil warrant a reassessment, or if the pupil's parents or teacher requests a reassessment.
    - (2) A reassessment shall occur not more frequently than once a year, unless the parent and the local educational agency agree otherwise, and shall occur at least once every three years, unless the parent and the local educational agency agree, in writing, that a reassessment is unnecessary.If the reassessment so indicates, a new individualized education program shall be developed.
- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
- d. The student's anticipated needs
- e. Any other relevant matters

**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law. The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

Section B: Governance and Administration

SELPA

Fiscal Year

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the EI Dorado County Charter SELPA currently do not serve students in Part C or preschool students per charter law in California. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will collaborate with the sending LEA to ensure a smooth and effective transition between programs.

**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

It shall be the policy of this Charter LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive special education and related services in accordance with federal law, local procedures adopted by the student's district of residence, and corresponding SELPA.

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs,

Section B: Governance and Administration

SELPA

Fiscal Year

and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

---

**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

---

**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Each LEA Charter SELPA member shall comply with the provisions of the governance structure and provide any necessary administrative support to implement the local plan. The local plan shall be implemented according to CEO Administrative Regulation 9.

SELPA

Fiscal Year

**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

---

**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

---

**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team

Section B: Governance and Administration

SELPA

Fiscal Year

determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

---

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

---

**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

---

**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

---

**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

---

**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

---

**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

**Administration of Regionalized Operations and Services**

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

Document Location:

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one



Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description:

charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) provides a free and appropriate public education (FAPE) to all school aged TK-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting. Annual changes to membership status is approved by the CEO Council at the May CEO Council through the approval of the Local Plan Annual Service and Budget plans.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Document Title: Identification and Evaluation of Individuals for Special Education CEO Policy and Administrative Regulation 2

Document Location: <https://charterselpa.org/governance/>;  
Procedural Guide: <http://charterselpa.org/program-support/procedural-guide/>

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).)

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/ or modified for use with the student, and their effect. (5 CCR § 3021.)

Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral.

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted

4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

Upon receiving the proposed assessment plan, the parent/ guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344)

If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).)

Informed parental consent means that the parent/guardian:

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/ her native language or other mode of communication
2. Understands and agrees, in writing, to the assessment
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time

(34 CFR § 300.500)

If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/ guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC § 1414(a)(1))

The Charter LEAs shall not be required to obtain informed consent from the

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description:

parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists

1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(Education Code 56301; 20 USC 1414(a)(1))

As part of the assessment plan, the parent/guardian shall receive written notice that:

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/ guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/ guardian.
2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502.

If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense.

If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process

hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/ guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. ( Education Code 56329; 34 CFR 300.502)

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/ guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).)

A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

3. Coordinated system of procedural safeguards:

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Document Title: Procedural Safeguards and Complaints for Special Education CEO Policy and Administrative Regulation 4

Document Location: <https://charterselpa.org/governance/>; <https://charterselpa.org/parent-resources/>; each LEA school site; SEIS Document Library; <https://charterselpa.org/program-support/procedural-guide/>

Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law.

Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.)

**Informal ADR Process/Pre-Hearing Mediation Conference**

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501)

If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

**Due Process Complaint Notice and Hearing Procedures**

Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances.

1. There is a proposal to initiate or change the identification, assessment or

educational placement of the student or the provision of a free, appropriate public education to the student

2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student

3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or

4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (

20 USC § 1415(b); Education Code 56501)

Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying:

1. The student's name

2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student

3. The name of the school the student attends

4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem

5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

(20 USC § 1415(b); 34 CFR § 300.508 (b).)

Resolution Session

When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510)

The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description:

occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51)

A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint.

**Response to the Due Process Hearing Request**

If the Charter LEA has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/ guardian within 10 days of receipt of the complaint specifying:

1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint
2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the Charter LEA's proposal or refusal

(20 USC 1415(c)(1))

If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1))

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502)

**Prior Written Notice**

The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before:

1. The Charter LEA initially refers the student for assessment
2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education
3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education
4. The student graduates from high school with a regular diploma



(Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503)

The prior written notice shall include:

1. A description of the action proposed or refused by the Charter LEA
2. An explanation as to why the Charter LEA proposes or refuses to take the action
3. A description of any other options that the IEP team considered and why those options were rejected
4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action
5. A description of any other factors relevant to the Charter LEA's proposal or refusal
6. A statement that the parents/ guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained
7. Any resources for parents/guardians to obtain assistance in understanding these provisions

(20 USC § 1415(c); 34 CFR § 300.503)

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied

(34 CFR § 300.503)

Notice of Procedural Safeguards

A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon:

1. Initial referral for evaluation
2. Each notification of an IEP meeting

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

3. Reevaluation of the student  
4. Registration of a complaint  
5. Filing for a pre-hearing mediation conference or a due process hearing  
(Ed. Code § 56301; 20 USC 1415(d)(1))

The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5)

In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

4. Coordinated system of staff development and parent and guardian education:

Document Title: Reading Literacy CEO Policy 21

Document Location: <https://charterselpa.org/governance/>

Description: 

In order to improve the educational results for students with disabilities, the Charter LEAs in the El Dorado County Charter SELPA ensure that all students who require special education will participate in the California Comprehensive State Literacy Plan, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including:

1. information about current literacy and learning research;
2. state-adopted student content standards and frameworks; and
3. research-based instructional strategies for teaching reading to a wide range of diverse learners.

Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on

Section B: Governance and Administration

SELPA

Fiscal Year

phonemics and phonics, as well as in any additional state or regional training based on new legislation.

The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading.

In order to reach these goals, the LEAs will ensure that students with disabilities will have full access to:

1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and
2. instructional materials and support.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA's responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA's instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Professional Learning Network (PLN), professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

Description:

SELPA REVIEW PROCESS: If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA's goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK: Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations

Section B: Governance and Administration

SELPA

Fiscal Year

- Notice of revocation
  - Notice of bankruptcy
  - FCMAT extraordinary audit
  - Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
  - Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education
- Charter SELPA administration may make a determination and proceed to:
- Notify appropriate public agencies;
  - Notify the LEA's governing board;
  - Withhold state and/or federal funding;
  - Move an LEA to reimbursement-based state funding, requiring expenditure reporting prior to cash distribution;
  - Require an LEA to submit proof of actual expenditures; and/or
  - Initiate termination of membership pursuant to CEO Policy 26.

7. Coordinated system of data collection and management:

Document Title:	<input type="text" value="Data CEO Policy 20"/>
Document Location:	<input type="text" value="https://charterselpa.org/governance/"/>
Description:	<p>The El Dorado County Charter SELPA and its member LEAs shall provide data or information to the SELPA and the California Department of Education as required by regulations.</p> <p>The Charter SELPA Administration has processes and procedures in place with published required timelines and offers regular training and support to member LEAs to ensure accurate collection, management, and reporting of state and federal data per current mandated reporting requirements.</p>

8. Coordination of interagency agreements:

Document Title:	<input type="text" value="Interagency CEO Policy and Administrative Regulation 29"/>
Document Location:	<input type="text" value="https://charterselpa.org/governance/"/>
	<p>Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs ):</p>

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description:

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional Centers and LEAs at all times during the year;
8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;
11. Procedures for resolving disputes between regional centers and LEAs;
12. Procedures for the training and assignment of surrogate parents; and
13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.

Section B: Governance and Administration

SELPA

Fiscal Year

Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Section B: Governance and Administration

SELPA EI Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Document Location:

<https://charterselpa.org/governance/>

*Elements of the Local Plan*

Note: Education Code [56205](#) details the elements that must be included in the local plan developed by the special education local plan area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC [794](#)), the IDEA (20 USC [1400-1482](#)), and the Americans with Disabilities Act (42 USC [12101-12213](#)).

The special education local plan (SELPA) shall include, but not be limited to, the following:

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code [56205\(a\)\(1-22\)](#) and in conformity with 20 USC [1412\(a\)](#), 20 USC [1413\(a\)\(1\)](#), and 34 CFR 300.201.
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA. The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public.
3. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met.
4. A description of a dispute resolution process
5. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code [56205](#).
6. A description of the process being utilized to refer students for special education instruction pursuant to Education Code [56303](#) and [56025\(a\)](#)
7. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment. (Ed. Code § 56206)
8. Funds for regionalized operations and services and the direct instructional support of program specialists shall be apportioned to the special education local plan areas. As a condition of receiving these funds, the special education local plan area shall ensure coordination of services to medical facilities pursuant to Education Code [56836.23](#). The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Each individual LEA is responsible for students with disabilities who are placed in a public

Description:



Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Ed. Code § [56205](#))

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code § [56195.1](#) and [56195.7](#). (Ed. Code § [56195.8](#))

12. Fiscal and logistical support of the CAC:

Document Title: CEO Policy and Administrative Regulation 9

Document Location: <https://charterselpa.org/governance/>

Description: 

Each charter school may select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected representatives may be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. This group will advise the Charter SELPA AU on the implementation of the El Dorado Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. § 56190-56194.

Because of the geographic diversity anticipated within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

The SELPA Administration will assist in the coordination of the CAC and facilitate the process for CAC meetings according to its bylaws. The SELPA will provide fiscal support for active CAC participation including the annual hosted Legislative sharing day at the State Capitol usually held in May.

13. Coordination of transportation services for individuals with exceptional needs:

Document Title: Special Education Transportation

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Document Location: <http://charterselpa.org/program-support/procedural-guide/>; <https://charterselpa.org/wp-content/uploads/2018/09/Transportation-Guidelines-2018-11-1.pdf>

Description: 

Legal Requirements Regarding Special Education Transportation Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

14. Coordination of career and vocational education and transition services:

Document Title: Individualized Education Program CEO Policy and Administrative Regulation 3

Document Location: <https://charterselpa.org/governance/>  
<http://charterselpa.org/program-support/procedural-guide/>

As a student with disabilities moves into their teen years, the Individualized Education Program (IEP) focuses more on the interests of the student and what they hope for in the future. It is the IEP team's responsibility to create a transition individualized education program to support those interests. Transition, in reference to individuals receiving special education services, is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with

Section B: Governance and Administration

SELPA EI Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description:

a disability to facilitate the student's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

- Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

[34 CFR §300.43 (a)] [20 U.S.C. 1401(34)] The student's IEP must be updated, prior to their 16th birthday (or younger if deemed appropriate by the IEP Team), to include the following transition components:

- Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;
- The transition services (including courses of study) needed to assist the student in reaching those goals; and
- Beginning not later than one year before the student reaches the age of majority under state law (18 in California), a statement that the student has been informed of the student's rights under Part B, if any, that will transfer to the student on reaching the age of majority, must be included in the IEP.

The LEA/district must invite the student with a disability to attend the student's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals. If a purpose of a student's IEP Team meeting will be the consideration of postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the LEA/district must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services to attend the student's IEP Team meeting.

15. Assurance of full educational opportunity:

Document Title: Comprehensive Local Plan for Special Education CEO Policy and Administrative Regulation 1

Document Location: <https://charterselpa.org/governance/>

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

The El Dorado County Office of Education is the Responsible Local Agency/ Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.  
(b) A program specialist may do all the following:  
(1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.  
(2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.  
(3) Participate in each school's staff development, program development, and innovation of special methods and approaches.  
(4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.  
(5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.  
(c) For purposes of Section 41403, a program specialist shall be considered a pupil services employee, as defined in subdivision (c) of Section 41401.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description: policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title: Procedural Safeguards and Complaints for Special Education CEO Policy and Administrative Regulation 4

Document Location: <https://charterselpa.org/governance/>;  
<http://charterselpa.org/program-support/procedural-guide/>

Description: 

Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501)

If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing.

Section B: Governance and Administration

SELPA EI Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:	Identification and Evaluation of Individuals for Special Education CEO Policy and Administrative Regulation 2
Document Location:	<a href="https://charterselpa.org/governance/">https://charterselpa.org/governance/</a> ; <a href="http://charterselpa.org/program-support/procedural-guide/">http://charterselpa.org/program-support/procedural-guide/</a>
Description:	The Charter Chief Executive Officer or designee shall follow SELPA procedures providing that parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Ed. Code § 56302)

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:	Nonpublic, Nonsectarian School and Agency Services for Special Education CEO Policy and Administrative Regulation 24
Document Location:	<a href="https://charterselpa.org/governance/">https://charterselpa.org/governance/</a> ; <a href="http://charterselpa.org/program-support/procedural-guide/">http://charterselpa.org/program-support/procedural-guide/</a> ; <a href="https://charterselpa.org/wp-content/uploads/2017/08/Charter-NPS-RTC-Guidelines-2020.pdf">https://charterselpa.org/wp-content/uploads/2017/08/Charter-NPS-RTC-Guidelines-2020.pdf</a>
	Contracts with an NPS or NPA shall include an Individual Services Agreement (“ISA”) negotiated for each student. ISAs shall be for the length of time for which NPS and/or NPA services are specified in the student's individualized education program (“IEP”), but not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Ed. Code § 56366.) The master contract shall specify the general administrative and financial agreements between the NPS or NPA and the Charter LEA to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the master contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting charter LEA to ensure that the NPS provides appropriate

Section B: Governance and Administration

SELPA El Dorado County Charter SELPA (0951)

Fiscal Year 2024-25

Description:

high school graduation credit to the student. The contract may allow for partial or full-time attendance at the nonpublic nonsectarian school. (Ed. Code § 56366.) In order for a Charter LEA to contract with an NPS or NPA, the NPS and NPA must be certified as meeting state standards. (Ed Code § 56366.) A master contract may be terminated for cause with 20-days' notice. However, the availability of a public education program initiated during the period of the master contract cannot give cause for termination unless the parent/ guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

Comprehensive Local Plan for Special Education CEO Policy and Administrative Regulation 1

Document Location:

<https://charterselpa.org/governance/>;  
<http://charterselpa.org/program-support/procedural-guide/>

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) provides a free and appropriate public education (FAPE) to all school aged TK-12 individuals with disabilities, who are enrolled in the charter,



Section B: Governance and Administration

SELPA

Fiscal Year

Description:

including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 2D.		OPEN/ACTION
		INFORMATION
	X	CONSENT
<b>Subject:</b> Approve Submission of Form J-13A		

**Recommendation(s):**

Staff recommend the Rocketship Board of Education (“Board”) approve the submission of a J-13A form for Rocketship Alma for an emergency closure on February 5, 2024.

**Background:**

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A, is used to obtain approval of attendance and instructional time credit when one or more schools were closed because of conditions described in Education Code (EC) Section 41422.

The California Department of Education’s (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency’s (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA’s Local Control Funding Formula (LCFF) funding.

On February 5, 2024, Rocketship Alma experienced an emergency closure due to a loss of all power to the school and surrounding neighborhood during a period of inclement weather. To ensure the safety of students, families and staff, the Regional Leadership Team called an emergency closure of the school.

The J-13A form must be approved and signed by a majority of board members.

**Summary of Previous Board Action:**

None

**Fiscal Impact:**

Ensures we do not receive a decrease in LCFF funding for Rocketship Alma.

**Submitted by:**

Justin White, Director, Governance & Compliance



**REQUEST FOR ALLOWANCE OF ATTENDANCE  
DUE TO EMERGENCY CONDITIONS**

**Form J-13A**

(Revised December 2017)

**California Department of Education**

School Fiscal Services Division

Website: <https://www.cde.ca.gov/fg/>

Telephone: 916-324-4541

Email: [attendanceaccounting@cde.ca.gov](mailto:attendanceaccounting@cde.ca.gov)

# Form J-13A Instructions

## Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code (EC) Section 41422*.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC Section 46392* and *California Code of Regulations (CCR)*, Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC Section 46391*.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

## How to file:

The Form J-13A is available at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp>. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

## Where to file:

Mail the entire original Form J-13A to:  
School Fiscal Services Division  
California Department of Education  
1430 N Street, Suite 3800  
Sacramento, CA 95814

## General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

# Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

## SECTION A: REQUEST INFORMATION

Refer to the California School Directory at <https://www.cde.ca.gov/schooldirectory/> for information needed to complete this section.

### PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name – Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code – Enter the two-digit county code associated with this entity.
- District Code – Enter the five-digit district code associated with this entity.
- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name – Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code
- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

## PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

## PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

## SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

### PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.
- C. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

# Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

- D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.
- E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

### PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

### PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

### SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not

## Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code
- C. “Normal” Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

- D. Dates Used for Determining “Normal” Attendance – Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance

adjustment when the Actual Attendance (Column F) divided by the “Normal” Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

- H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the “Normal” Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the “normal” attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, CDE’s approval letter will include the total net increase of apportionment days, which may differ from the amount shown.** The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

### PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than five lines are needed for this request and select the “Supplemental Page(s) Attached” box on the top right corner.
- B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <https://www.cde.ca.gov/schooldirectory/> to locate the school code.

## Form J-13A Instructions

- C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**
- F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

**If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown.** The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

### SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

#### PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

#### PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

#### PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

### SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

#### PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

#### PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be



## Form J-13A Instructions

---

a school district, COE or State Board of Education.

If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

### **PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION  
**REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS**  
 FORM J-13A, REVISED DECEMBER 2017

**SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> for information regarding the completion of this form.

**PART I: LOCAL EDUCATIONAL AGENCY (LEA)**

LEA NAME: <b>Rocketship Alma Academy</b>		COUNTY CODE: <b>43</b>	DISTRICT CODE: <b>10439</b>	CHARTER NUMBER (IF APPLICABLE): <b>1394</b>
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: <b>Maricela Guerrero</b>			FISCAL YEAR: <b>2023-2024</b>	
ADDRESS: <b>198 W. Alma Ave</b>			COUNTY NAME: <b>Santa Clara</b>	
CITY: <b>San Jose</b>		STATE: <b>CA</b>	ZIP CODE: <b>95110</b>	
CONTACT NAME: <b>Katrice Bullock</b>	TITLE: <b>AD, Student Info Systems</b>	PHONE: <b>9012335418</b>	E-MAIL: <b>kbullock@rsed.org</b>	

**PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):**

<input type="checkbox"/> <b>SCHOOL DISTRICT</b> Choose one of the following: <input type="checkbox"/> All district school sites <input type="checkbox"/> Select district school sites	<input type="checkbox"/> <b>COUNTY OFFICE OF EDUCATION (COE)</b> Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> <b>CHARTER SCHOOL</b>
--	---	--

**PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:**

**SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

---

**MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

---

**LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

*"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."*

**SECTION B: SCHOOL CLOSURE**

- Not Applicable (Proceed to Section C)  
 Supplemental Page(s) Attached

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

**PART II: SCHOOL INFORMATION** (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested

**PART III: CLOSURE HISTORY** (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

**SECTION C: MATERIAL DECREASE**

- Not Applicable (Proceed to Section D)  
 Supplemental Page(s) Attached

**PART I: NATURE OF EMERGENCY** (Describe in detail.)

**PART II: MATERIAL DECREASE CALCULATION** (Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
			-				
		Total:					

**PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS** (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
		Total:					

\*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

**SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS**

Not Applicable (Proceed to Section E)

**PART I: PERIOD OF REQUEST** The entire period covered by the lost or destroyed records commences with \_\_\_\_\_ up to and including \_\_\_\_\_.

**PART II: CIRCUMSTANCES** (Describe below circumstances and extent of records lost or destroyed.)

**PART III: PROPOSAL** (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

**SECTION E: AFFIDAVIT**

**PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS** – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of \_\_\_\_\_, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

**PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER** (Only applicable to charter school requests)

Superintendent (or designee): \_\_\_\_\_ Authorizing LEA Name: \_\_\_\_\_  
(Name) (Signature)

**PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS**

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): \_\_\_\_\_  
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Witness: \_\_\_\_\_ Title: \_\_\_\_\_ of \_\_\_\_\_ County, California  
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

To: Board Members  
From: Preston Smith, Co-Founder & CEO  
Date: August 28, 2024  
Re: CEO's Update

This memo is an update on the successes and challenges we've had at Rocketship since our last board meeting in June.

## QUALITY SCHOOLS

Operate high-performing elementary schools to enable Rocketeers to matriculate to middle school on a college-ready trajectory and put pressure on the systems of schools in RPS communities to improve quality.

In the 2023-24 school year, our Rocketeers and team realized the most significant bounce back we have seen since the pandemic and returned our network to pre-pandemic levels of achievement that more closely resembled our impact from the 2017-18 school year. There is still more for us to realize, especially in continuing to grow our Rocketeer's absolutes (which will require us building momentum and achieving this level of performance year over year). However, in a year where we adopted new curriculums and assessments, this is a significant accomplishment that grants us even greater confidence that we are on the right track as an organization to build towards our ambitious goals for student achievement outlined in our 5 Year Plan.

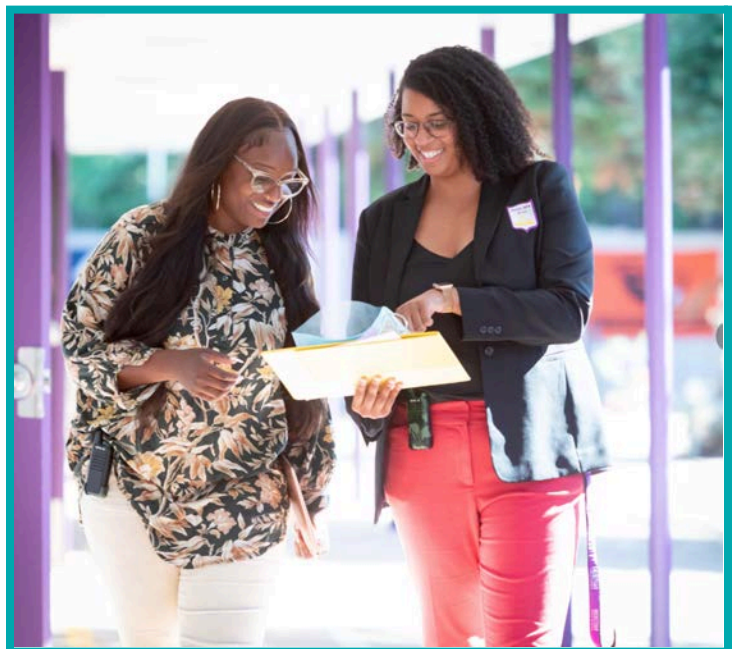
When adopting new curricula, it typically requires a school system around two years to fully adopt the program and begin to see a positive impact towards student achievement. Thus, for our network to realize strong levels of growth and achievement in the first year of adoption is a significant win and testament to the incredible work of our leaders and educators. Although the first semester was challenging in learning the new curricula, we pivoted in the second semester to focusing on how to best modify and supplement them to fit within our personalized learning model. Our actions and decisions paid off. In the second semester our Rocketeers realized ~1.29 years of growth on NWEA in Math and ~1.41 years of growth in ELA – similar to results from our 2017-18 school year, which were springboards to some of our strongest years of achievement.



In California, our Rocketeers continue to make strong progress on NWEA, especially in the second semester as the region and our network became more familiar with the new curriculums and how best to modify them to our personalized model. In the second semester, our CA Rocketeers made major

academic progress realizing ~1.30 years of growth in Math and ~1.50 years in ELA. The state has not yet released final public data to report specific scores or compare our performance to neighboring schools and across the state. At this point, we can only report on our performance compared to previous years. This past year increased the percent of met/exceeded in math and held steady in ELA. In 2024-25, we expect to see stronger gains as we double down on the momentum and success of this past semester, especially with our team's greater familiarity with the curriculums and how to further modify it to catalyze our personalized learning model and approach.

In Tennessee, our team realized strong levels of student growth and achievement on NWEA and led the network in overall student growth in ELA. Our TN Rocketeers realized ~1.30 years of growth in Math and ~1.40 years in ELA for the entire year. Overall, there is still more significant growth necessary in order to elevate our absolutes. On the state assessment our Rocketeers slightly declined in ELA and Math proficiency from last year. As we enter the 2024-25 school year we are aiming for all of our Nashville schools to continue to not only realize strong growth on NWEA, but to also translate this to stronger overall absolutes so that we can elevate our state assessment outcomes and drive towards achieving the state's "Reward" status for each of our schools.



In Wisconsin, our team did incredible work to bounce back from a challenging prior school year. Our team realized strong levels of student growth and achievement on NWEA and led the network in overall student growth in math. Our WI Rocketeers realized ~1.39 years of growth in Math and ~1.19 years in ELA for the entire year. We still have significant work to realize at Rocketship Transformation Prep, however, we have a solid foundation throughout the region and believe that we can continue to build on our Rocketeer's achievement in the 2024-25 school year. Like in California, the state has not yet made results public so we cannot compare our performance to similar schools or state averages, however, we did see significant gains in absolutes, especially in math.

In Texas, our Rocketeers at Rocketship Explore, our newest school, achieved ~1.30 years of growth in Math, which was critical in their first year. That said, we still have significant work to realize in our Texas schools to meet our expectations and bar of achievement. As we enter the 2024-25 school year we have made several shifts like rebuilding the bell schedule to ensure that it includes small group instruction aligned with our personalized approach, partnering with the region to introduce a Director



of Achievement (to be hired) that can more actively coach and support our Principals and school leaders, and introducing our traditional compensation system that is fueled by student achievement. There is far more to do and this is a critical year for achievement in our Texas schools and region.

In DC, our Rocketeers made progress in the second semester and realized ~1.19 years of growth in ELA. This was a necessary improvement as the first semester had been quite challenging for our DC schools and Rocketeers for a number of reasons. For DC, we are looking forward to the 2024-25 school year and the opportunity to fully return to our core school model and personalized learning practices. Our first two DC schools achieved Tier 1 status in their inaugural years, so we know what is possible in the region and are excited at the team we are assembling, the professional development that is being delivered this summer, and the return to core practices grounded in the inclusion of our families and the success of our Rocketeers.

I am proud of the collective hard work of our talented teachers and school leaders in the 23.24 school year while also knowing that far more is possible and must be realized. I am confident that we will build on the momentum of the 2023-24 school year and set a new bar for achievement in 2024-25. I am looking forward to this new school year as our collective Rocketship team and community have another year to master our curriculums, supplement them to optimize our personalized learning model, and drive towards our 5 Year achievement goals in our collective mission to unleash the full potential of our amazing Rocketeers and communities.

## COMMUNITY POWER

Growing the power and impact of our families to affect positive change in their communities through family organizing and leadership, civic engagement, and coalition building.

In 24-25 we have a series of charter renewals in both California and Tennessee. Charter renewals provide a powerful moment for our families to use their voice and flex their power. Charter renewals have been paused in California for the past few years due to the pandemic. The region is now ramping up for a series of three renewals this fall with the hope and expectation that our high-quality schools will be renewed for 5 additional years. Similarly, in Tennessee, Rocketship United Academy will go before its authorizer, Metro Nashville Public Schools, for renewal this fall. Last year, this school board denied the renewal of Rocketship Nashville Northeast which the state then unanimously overturned on appeal a few months later. It was a powerful learning moment for Rocketship Tennessee. For each of our schools, I am hopeful that the public officials voting on our renewals will ground their decisions on the clear rubrics and established



performance expectations for our schools. Especially in an election year we know that some decision makers unfortunately put politics ahead of the needs of children and families. I am hopeful that our public officials can rise above the divisive rhetoric and remain focused on the best interests of our children and families.

In 2024-25, we are making a big push to Get Out the Vote with our “Rocketship VOTES!” initiative. We are aiming to increase the percentage of all Rocketship families who are registered to vote from 47% to 52%, by registering 425 new voters this year and we have a unique opportunity in the upcoming federal election. A 5 percentage point increase in voter registration this year will ensure we stay on track to achieve our Community Power goal in our 5 Year Strategic Plan.



## SCALED IMPACT

Magnify our national impact by increasing the number of Rocketeers across current and future regions and by exploring innovative ways to deepen and extend our impact.

Between the 2019-20 and 2022-23 school year, urban schools lost nearly 850,000 students, or 5.5% of enrollment, according to a Brookings Institution analysis of the most recent federal data ([source](#)). In our flagship region in Santa Clara County, enrollment has declined 15% over the last 10 years and is projected to drop another 18% by 2033 ([source](#)). All schools are facing stiff enrollment headwinds and our teams are working hard to maintain enrollment health in all regions. Our regions have set ambitious goals for enrollment to ensure our schools are impacting as many lives as possible and I am excited to share that our schools in Texas and Wisconsin have grown their enrollment this year and are now serving more students than ever before in the respective regions. Tennessee is holding steady over last year, while California is driving hard to establish strong attendance in their 30 days to position the region to get back to or above 24-25 enrollment. DC has not started the school year yet but is working hard to shore up enrollment for the new school year.

In the 2023-24 school year, we continued to drive towards organizational sustainability. Over the years, we have made steadfast progress towards organizational sustainability. This past year, philanthropy covered only 10% of our network support (National NeST) to our schools and communities. This is a significant decrease from 2014 when 51% of our network support at Rocketship was covered via philanthropy and is evidence of our continued path towards sustainability as an organization and demonstration of what is possible on public funding.

For the 2023-24 school year, we realized our fundraising goal of \$12.4m for the entire network (national and regional). Nearly every region met or exceeded their fundraising goal and the Rocketship Texas region made a significant impact in our overall total, which was critical to fuel our growth. Moreover, we already have a strong start to the 2024-25 school year as many of our

champions and supporters across the country have already leaned in and begun to renew or elevate their commitments to Rocketship and our collective work. I am incredibly grateful for the many individuals, family foundations, and more who continue to support our collective mission and impact at Rocketship.

## CULTURE OF EXCELLENCE & BELONGING

Building a culture where all team members strive for excellence and feel that Rocketship is a great place to work.

At Rocketship we have four tiers of teacher performance, which are primarily influenced by student outcomes on NWEA (growth and absolutes) along with other measures that impact achievement and student success (e.g., home visit completion). Especially in the current environment with so many teacher shortages, it is critical that we are not only filling these vacancies, but also enabling teachers to grow rapidly through the tiers. Our professional development programs, real time coaching by our leaders, and overall organizational culture are key inputs to our teacher's impact and Rocketeer's achievement. In the 2023-24 school year, more than 50% of our teachers achieved the highest tiers (Tier 3 and 4) of student impact and achievement. Moreover, over 90% of these high performing teachers are returning to Rocketship for their 2024-25 school year, which is a testament to their leaders, teams, and our organizational culture.

In addition, we continue to ensure that our Rocketeers and Rocketship community have access to a representative team of leaders and educators that provide both windows and mirrors to fuel their impact and achievement. Our team more deeply understanding the communities and experiences of our Rocketeers enables them to more ably connect with our students and families, build relationships, and truly partner with them in their learning and success. Thus, I am excited to share that as we enter the 2024-25 school year, over 60% of our Network Executive Team and over 80% of our principals will be representative of the students and families that we serve.

As we enter the 2024-25 school year, I am deeply energized by what remains possible for our Rocketeers, families and team. I know that we have been building momentum over the years since the pandemic and am hungry for us to collectively bring it all together as a Rocketship team and community in our common pursuit of our ambitious 5 Year goals. I look forward to our continued excellence and impact as a Rocketship community to fulfill our mission in our communities across the nation.



# ROCKETSHIP

PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

Agenda Item: 6A.  Subject: Approve <u>Revised</u> Rocketship Fiscal Policies Manual	X	OPEN/ACTION
		INFORMATION
		CONSENT

**Recommendation(s):**

Staff members are recommending a set of minor revisions to the Rocketship Fiscal Policies Manual (Fiscal Policies Manual). These revisions accomplish the following purposes:

- Clarifying that the payment approval matrix applies to checks, wires, and other transfers outside of the company
- Confirming that Rocketship does not make purchases of equipment that meet the capital threshold with federal funds.
- Updating the mileage reimbursement section to match IRS guidance
- Clarifying travel per diem and approval requirements

**Background:**

Rocketship's Fiscal Policy Manual undergoes regular review by staff and third parties, including authorizers. From time to time, edits are made to the manual to stay abreast of best practices and remain in compliance with changing requirements.

**Summary of Previous Board Action:**

The Rocketship Education Board of Directors most recently approved amendments to the Fiscal Policies Manual in May 2024.

**Fiscal Impact:**

None.

**Submitted by:**

Benjamin Carson, Chief Financial Officer

# **Rocketship Public Schools**

**Fiscal Policies  
Revised and Approved  
August 28, 2024**

## Table of Contents

### Contents

Introduction .....	4
Purpose of the Policies.....	4
Amending the Policies .....	4
1.0 Accounting Standards .....	5
1.1 Basis of Accounting .....	5
1.2 Accounting Processes .....	5
1.21 Bank Reconciliations .....	5
1.22 Stale Check Policy .....	5
1.23 Monthly Close .....	5
1.24 Financial Reporting .....	5
1.25 Audit.....	6
1.26 Tax Compliance .....	6
2.0 Internal Controls .....	6
2.1 Conflict of Interest .....	7
2.2 Lines of Authority.....	7
2.2 Segregation of Duties.....	8
2.3 Record Keeping .....	10
2.4 Gift Acceptance.....	15
3.0 Financial Management .....	17
3.1 Budgeting Process.....	17
3.2 Borrowing and Loaning Funds .....	17
3.3 Operating Cash Reserves .....	18
3.4 Insurance.....	18
4.0 Revenue & Accounts Receivable.....	18
4.1 Cash Receipts .....	18
5.0 Expense & Accounts Payable .....	19
5.1 Purchases & Procurement .....	19
5.2 Employee and Volunteer Expense Reimbursements .....	24

5.3 Governing Board Expenses ..... 28

6.0 Asset Management ..... 29

    6.1 Fixed Assets Capitalization..... 29

    6.2 Inventory..... 29

7.0 Investment Policy..... 30

8.0 Time and Effort Policies and Procedures ..... 30

## Introduction

The Governing Board of Rocketship Education (also known as Rocketship Public Schools, and hereinafter the “RPS Board”) has reviewed and adopted the following fiscal policies to ensure the most effective use of the funds of RPS to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

## Purpose of the Policies

As stewards of funds, both public and private, intended to further students’ education and achievement, all RPS personnel are responsible for adhering to and abiding by the outlined fiscal policies.

The fiscal policies shall document the financial operations of the Organization. Its primary purpose is to ensure that assets are safeguarded, that financial statements are in conformity with Generally Accepted Accounting Principles (GAAP), and that finances are managed with responsible stewardship.

## Amending the Policies

This document contains the essential fiscal policies of RPS. From time to time, as additional matters require, or as changes to the policies are appropriate, management of RPS will propose amendments to the policies for review and approval by the RPS Board. The Board must approve any changes to the fiscal policies.



## 1.0 Accounting Standards

### 1.1 Basis of Accounting

#### **Generally Accepted Accounting Principles**

The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

#### **Basis of Accounting**

The organization will maintain financial reports throughout the fiscal year on an accrual-basis of accounting.

#### **Fiscal Year**

The RPS fiscal year is July 1-June 30.

## 1.2 Accounting Processes

### 1.21 Bank Reconciliations

Bank reconciliation and approval will occur on a monthly basis.

### 1.22 Stale Check Policy

Outstanding checks not cashed within 180 days are written off and a notice letter is sent to the payee.

Payees are encouraged to deposit or cash checks within 90 days of the issuance date. Payees will be contacted for any checks that have not yet been cashed after 90 days after the issuance date. Checks will be voided on or before 180 days after the issuance date.

### 1.23 Monthly Close

The Accounting team seeks to close all RPS books no later than 15 business days after the end of the month.

### 1.24 Financial Reporting

The Finance and Accounting teams prepare financial reports for the purpose of monitoring RPS's financial health, performance against budget, and adherence to fiscal policies. Financial statements and performance against budget reports will be reviewed by the CFO and/or CEO on a monthly basis. They will be reviewed by the Business Committee of the Board of Directors on a quarterly basis.

## 1.25 Audit

The RPS Board will contract with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies Audit Guide* (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement. Further, the auditor must be selected from the State Controller's list of approved auditors for Local Education Agencies.

The RPS Board will approve and appoint the independent auditor. RPS Board reviews auditing firms every three (3) years but is not required to make any changes. After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel. (Education Code 41020).

### **Audit Committee**

The RPS Board will appoint an Audit Committee of one or more persons. The Audit Committee may not include any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor. Further, the Audit Committee will evaluate the auditor relationship and make recommendations to the Board regarding auditor selection or renewal.

The RPS Board will review and approve the audit no later than December 15.

## 1.26 Tax Compliance

### **Exempt Organization Returns**

The RPS Board will contract with an external party to conduct the annual financial audit will prepare the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year unless otherwise extended. Note that there are, at times, special circumstances which may extend the filing date past May 15.

## 2.0 Internal Controls

The Finance and Accounting teams safeguard RPS's assets, implement management's internal policies, comply with applicable state and federal laws and regulations, and produce timely and accurate financial information. Further, as a publicly supported entity, RPS has additional responsibilities to ensure the public's confidence in and the integrity of our schools' activities.

## 2.1 Conflict of Interest

RPS has implemented a Conflict of Interest Policy to protect RPS’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

## 2.2 Lines of Authority

### Board of Directors Authority

The board of directors shall have the sole authority to:

- Approve the fiscal policies and delegate administration of the policies to the Chief Executive Officer (CEO).
- Approve the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approve all third-party loans.
- Approve the annual budget.
- Review annual and quarterly financial statements, and budget-to-actual variance analysis.
- Conduct a review of the CEO's performance annually and establish their salary.
- Commission the annual financial audit by an independent third party auditor approved by the State of California.
- Approve the annual financial audit by December 15.
- Designate another officer to perform the duties of the CEO in the case of absence.

### Financial Responsibilities and Accountability Summary:

Role	Responsibilities	Accountability
Governing Board	<ul style="list-style-type: none"> <li>● Approve annual budget submitted by CFO</li> <li>● Review financials on a quarterly basis</li> <li>● Contract for audit annually</li> <li>● Approves intercompany and intracompany grants and loans, including management fee deferrals</li> </ul>	<ul style="list-style-type: none"> <li>● Hold CEO/CFO accountable for financial management and for staying within budget</li> <li>● Review CEO performance and set compensation</li> </ul>
CEO/CFO	<ul style="list-style-type: none"> <li>● Create annual organizational budget</li> <li>● Monitor to stay within approved budget</li> <li>● Fiscal management, training and oversight</li> </ul>	<ul style="list-style-type: none"> <li>● Hold budget owners accountable for staying within budget and for execution of fiscal policies</li> </ul>

Role	Responsibilities	Accountability
CFO	<ul style="list-style-type: none"> <li>● Responsible for all oversight of RPS’s financial management and planning for its ongoing sustainability</li> <li>● Develop the annual budget</li> <li>● Oversee the Business Team and responsibility for all functions that fall within the department.</li> <li>● Ensure adequate internal control and segregation of duties</li> <li>● Cash flow management</li> <li>● Structure and negotiate loans/bonds</li> </ul>	<ul style="list-style-type: none"> <li>● Oversees the adherence to all internal controls.</li> </ul>
National Leadership Team	<ul style="list-style-type: none"> <li>● Create departmental budgets</li> <li>● Monitor to stay within approved budget</li> </ul>	<ul style="list-style-type: none"> <li>● Hold team accountable for staying within budget, and for execution of fiscal policies</li> </ul>
EDs	<ul style="list-style-type: none"> <li>● Create regional budgets</li> </ul>	<ul style="list-style-type: none"> <li>● Hold principals accountable for staying within budget, and for execution of fiscal policies</li> </ul>
Principals	<ul style="list-style-type: none"> <li>● Create school budget</li> <li>● Monitor to stay within approved campus budget</li> <li>● Fiscal management and oversight at a school level</li> </ul>	<ul style="list-style-type: none"> <li>● Hold team accountable for staying within budget, and for execution of fiscal policies</li> </ul>

## 2.2 Segregation of Duties

The organization’s financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization’s assets while also considering efficiency of operations.

To properly segregate duties, invoice approval, payment, check signing, and contracting authority is subject to the following thresholds:

Contracting Authority requirement	Value	Regional Contracts * (entered into by regional entities)	National Contracts
<i>Contract's price or reasonable value</i>	up to 5K	Associate Director	Associate Director
	up to 10K	Director, Schools or AD/Director of Operations	Director
	10K < 25K	Senior Director/VP	Senior Director/VP
	25K < 50K	Executive Director	Chief-level Officer (e.g. Chief People Officer) Launchpad Executive Director
	50K < 100K	CEO or CFO	CEO or CFO
	100K < 500K	CEO and CFO	CEO and CFO
	500K < 1M	CEO or CFO AND Board Chair or Chair of Finance Committee	CEO or CFO AND Board Chair or Chair of Finance Committee
	>\$1M	Board of Directors or Business Committee	Board of Directors or Business Committee or Executive Committee
<i>All Real Estate Leases 3+ years</i>	<i>Regardless of value</i>	CEO or CFO with board approval	CEO or CFO with board approval

\*Regional boards grant authority to the CEO and CFO for approvals.

Invoice/Payment Approval	Value	Regional Invoices/Payments/Transfers/Wires (entered into by regional entities)*	National Invoice/Payments/Transfers/Wires
	up to 5K	Principal or AD	AD
	up to 10K	Director, Schools or AD/Director of Operations	Director
	10K < 25K	ED	Senior Director/VP
	25K < 50K	ED	Chief or General Counsel Launchpad Executive Director
	50K < 100K	CEO or CFO	CEO or CFO
	100K < 500K	CEO and CFO	CEO and CFO
	500K < 1M	CEO or CFO AND Board Chair or Chair of Finance Committee	CEO or CFO AND Board Chair or Chair of Finance Committee
	>\$1M	Board of Directors or Business Committee	Board of Directors or Business Committee or Executive Committee

\*Regional boards grant authority to the CEO and CFO for approvals.

Approval authority can be delegated to another member of the RPS Leadership Team in the event that one of the approvers is out of the office. In the event that the CEO or CFO is not available, the Board Chair or Chair of the Business Committee may approve in their place.

## 2.3 Record Keeping

Financial records will be retained for a minimum of seven years or as outlined in tables below. This policy is designed to ensure compliance with federal and state laws and regulations, to eliminate inadvertent destruction of records and to facilitate RPS's operations.

### Document Retention Schedule

The following types of documents will be retained for the following periods of time. At least one copy of each document will be retained according to the following schedule. Electronic copies suffice unless a hard copy is required by law.

#### Corporate Records

Article of Incorporation to apply for corporate status	Permanent
IRS Form 1023 (in the USA) to file for tax-exempt and/or charitable status:	Permanent

Bylaws	Permanent
State Application for Tax Exempt Status (Form 3500)	Permanent
Letter of Determination (for example, from the IRS in the USA or the state) granting tax exempt and/or charitable status	Permanent
Board Policies	Permanent
Resolutions	Permanent
Board and Committee Meeting agendas and minutes	Permanent
Sales Tax Exemption Documents	Permanent
Tax or employee ID Number Designation	Permanent
Annual Corporate Filings	Permanent

## Financial Records

Chart of Accounts	Permanent
Fiscal Policies	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Check Registers/Books	7 years
Business Expenses Docs	7 years
Bank Deposit Slips (or equivalent retained by financial institutions)	7 years
Cancelled Checks (or equivalent retained by financial institutions)	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property/asset inventories	7 years
Petty cash receipts /documents	7 years
Credit card receipts	7 years

## Tax Records

Annual Tax Filing for the organization (IRS Form 990 in the USA)	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
Filings of fees paid to professionals (IRS Form 1099 in the USA)	7 years
Payroll tax withholdings	7 years
Earnings records	7 years
Payroll tax returns	7 years
W-2 statements	7 years

## Personnel Records

Document	Time Period
<p>Recruitment, Hiring and Job Placement Records</p> <ul style="list-style-type: none"> <li>• Job applications</li> <li>• Resumes</li> <li>• Letters of recommendation</li> <li>• Other job inquiries sent to the Charter School</li> <li>• Job advertisements/postings</li> <li>• Results of non-medical pre-employment tests</li> <li>• Offers of employment</li> <li>• Employment agreements</li> <li>• Signed pre-employment disclosures (employee handbook acknowledgment, complaint procedures, etc.)</li> <li>• Employee training (harassment prevention, mandated reporting, etc.)</li> <li>• Employee certificates, credentials, licenses, and other evidence of qualifications</li> <li>• Evidence of criminal background check</li> </ul>	3 years after separation, or for the duration of any claim or litigation regarding hiring practices
<p>Employee Performance and Other Personnel Records</p> <ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Training and testing</li> <li>• Performance goals</li> <li>• Performance evaluations</li> <li>• Written feedback and commendations</li> <li>• Promotions and demotions</li> <li>• Letters of reprimand and discipline</li> <li>• Performance Improvement Plans</li> <li>• Termination, resignation, lay-offs, etc.</li> </ul>	3 years after separation



<ul style="list-style-type: none"> <li>• Notices and letters</li> </ul>	
<p>Employee Medical Leave Records (PDL, FMLA, CFRA, etc.) *</p> <ul style="list-style-type: none"> <li>• Requests for leave</li> <li>• Health care provider notes</li> <li>• Leave calculations</li> <li>• Records of disputes regarding leave</li> <li>• Employee benefits related to leave</li> <li>• Leave policies</li> </ul>	<p>3 years after separation</p> <p>* Records that contain employee confidential medical information should be retained in a separate, secure file.</p>
<p>Employee Wage Records</p> <ul style="list-style-type: none"> <li>• Employment agreements</li> <li>• Wage rates and calculations</li> <li>• Shift schedules (hours and days)</li> <li>• Time cards</li> <li>• Individual calculations for absences, sick days, vacation days, etc.</li> <li>• Itemized wage statements/pay stubs</li> </ul>	<p>3 years after separation</p> <p>Note: If a record is both a wage record and a payroll record, follow the longer retention period.</p>
<p>Employee Payroll Records</p> <ul style="list-style-type: none"> <li>• Employee name, address, age, and occupation</li> <li>• Individual wage records</li> <li>• Regularly hourly rate</li> <li>• Hours worked (daily/weekly)</li> <li>• Weekly overtime earnings</li> <li>• Daily and weekly straight time earnings</li> <li>• Deductions from or additions to wages</li> <li>• Wages paid each pay period</li> <li>• Pay dates and pay periods</li> <li>• Unemployment Insurance Records</li> </ul>	<p>4 years, generally</p>
<p>Employment Eligibility (I-9 Forms)</p>	<p>The later of (a) 1 year after separation, or (b) 3 years from date of hire.</p>
<p>Employee Health Records*</p> <ul style="list-style-type: none"> <li>• First-aid records</li> <li>• Job injuries (causing loss of work time)</li> <li>• Drug and alcohol test records</li> </ul>	<p>5 years after separation</p> <p>* Records that contain employee confidential medical information should be retained in a separate, secure file.</p>
<p>Employee Workers' Compensation Records</p> <ul style="list-style-type: none"> <li>• Copies of claim forms</li> <li>• Reports of occupational injury or illness</li> <li>• Letters of denial of benefits</li> <li>• Reports to the Division of Workers' Compensation</li> <li>• Benefits paid</li> <li>• Estimates of future benefits</li> </ul>	<p>5 years after date of injury and 2 years after claim has been closed.</p> <p>* Records that contain employee confidential medical</p>

<ul style="list-style-type: none"> <li>• Applications to the Workers' Compensation Appeals Board</li> <li>• Orders and Awards of the Workers' Compensation Appeals Board</li> </ul>	information should be retained in a separate, secure file.
<b>Employee Benefit Records</b> <ul style="list-style-type: none"> <li>• Benefits elections</li> <li>• Beneficiary designations</li> <li>• Eligibility determinations</li> <li>• COBRA notices</li> <li>• Summary plan descriptions</li> <li>• Other welfare benefit plan information (life, health, disability, long-term care, post-retirement medical)</li> </ul>	6 years after separation, but not less than 1 year following a plan termination.  * Records required to determine retirement benefits, including 401(k) and similar plans, must be kept indefinitely.
<p>Note: For simplicity, RPS may choose to keep the majority of an employee's personnel file and other records for the duration of employment plus seven (7) years. This time period covers nearly every law, with the exception of three (3) types of records, as outlined above, that must be removed from a file before it is disposed of and retained for a longer duration:</p> <p>Pension and welfare plan information (6 years)            First aid records of job injuries causing loss of work time (5 years)            Safety and toxic or chemical exposure records, including safety data sheets (30 years)</p>	

### Insurance Records

Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Disbursements/ Denials	Permanent

### Contracts

All insurance Contracts	Permanent
Employee Contracts	7 years after termination
Construction Contracts	Permanent
Legal Correspondence	Permanent
Loan/mortgage and Real Estate Documents	Permanent

Leases/Deeds	Permanent
Vendor Contracts	7 years from completion or conclusion of service
General and all other Contracts	7 years from completion or conclusion of service

### Donations / Funder Records

Grant Dispersal Contract and any related documents	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Tax Letters	7 years

### Management Plans and Procedures

Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Vendor Contracts	7 years
Disaster Recovery Plan	7 years

## 2.4 Gift Acceptance

### Purpose

As a not-for-profit organization exempt as a public charity under Section 501(c)(3) of the Internal Revenue Code, Rocketship Public Schools encourages the solicitation and acceptance of gifts for purposes that will assist Rocketship Public Schools to further and fulfill its mission.

The purpose of this Policy is to govern the acceptance of gifts by Rocketship Public Schools and to provide guidance to the Board, the CEO, and prospective donors when making gifts to Rocketship Public Schools. The provisions of this Policy shall apply to all gifts received by Rocketship Public Schools for any of its schools, programs or services, and to the acceptance of gifts made to Rocketship Public Schools or for the benefit of any of its schools or programs.

### Restrictions on Gifts

Rocketship Public Schools will accept unrestricted gifts, and gifts for specific schools, programs and purposes, provided that such gifts are consistent with Rocketship Public Schools' mission, purposes, and priorities. Rocketship Public Schools will not accept gifts that are too restrictive in

purpose. Gifts that are too restrictive are those that violate the charitable and educational trust of Rocketship Public Schools, or that are accompanied by an improper economic benefit to the donor or vest the donor with inappropriate control or influence. When practicable, restricted monetary or other gifts should be accepted with formal caveat acknowledged by donor that it may be converted to unrestricted if the donor's intended restriction cannot be met or is no longer in best interest of RPS.

### **Use of Legal Counsel and Other Professional Assistance**

Rocketship Public Schools shall seek the advice of legal counsel or other professional advisors (such as an accountant, financial advisor or professional money manager) when appropriate and as recommended in this Policy relating to the acceptance of certain types of gifts. Generally, Rocketship Public Schools shall seek the advice of legal counsel in all matters pertaining to the acceptance of any gift which may have adverse legal, ethical (including a potential conflict of interest), or other consequence of concern to Rocketship Public Schools.

All prospective donors shall be urged and encouraged by Rocketship Public Schools to seek and secure the assistance of independent legal, tax and financial advisors in matters relating to their gifts and the resulting tax and estate planning implications. Rocketship Public Schools shall not pay the legal fees or any professional fees of the donor in connection with a gift to Rocketship Public Schools. Rocketship Public Schools shall not provide any opinion, statement or recommendation to the donor as to the tax deductibility of the gift or as to any tax consequences or tax implications of the gift that may affect the donor.

It shall be the responsibility of the donor to secure an appraisal of property where required by RPS. The donor shall pay any fees associated with securing such appraisal.

### **Types of Gifts**

The following types of gifts are generally acceptable:

1. Cash Donations
2. Testamentary Bequests
3. Charitable Remainder Trusts
4. Charitable Lead Trusts
5. Tangible Personal Property
6. Life Insurance/Life Insurance Beneficiary Designations
7. Retirement Plan Beneficiary Designations
8. Securities
9. Real Estate

The following types of gifts are generally not acceptable:

1. Charitable gift annuities
2. Pooled income funds

### **Valuation of Gifts**

Rocketship Public Schools shall record a gift received by Rocketship Public Schools at its valuation for gift purposes on the date of gift and in accordance with Generally Accepted Accounting Principles (GAAP).

### **IRS Filing Upon Sale of Gift**

Rocketship Public Schools is responsible for filing IRS Form 8282 upon the sale or disposition of any non-cash donated property sold by Rocketship Public Schools within three years of receipt where the charitable deduction value of the item was \$5,000.00 or greater. Rocketship Public Schools must file such form within IRS-required timelines. The Chief Financial Officer shall be responsible for the recordation and filing of this form to the IRS.

### **Written Acknowledgment of Gifts and Contributions**

Rocketship Public Schools will provide written acknowledgement of all gifts in compliance with the current IRS requirements. The Chief Financial Officer shall be responsible for ensuring compliance with IRS requirements regarding acknowledgments. Under no circumstance shall RPS accept a donation of any real property interest without advice of legal counsel and RPS Board approval. The RPS Board recognizes the risks associated with acceptance of real estate.

## **3.0 Financial Management**

### **3.1 Budgeting Process**

The CFO will prepare an annual budget and multi-year forecast each year for presentation to the board of directors. The preliminary annual budget is to be reviewed and approved by the RPS Board prior to the start of each fiscal year. During the first quarter of the fiscal year, the CFO will prepare updates to the budget based on the latest information on enrollment, funding sources, staffing, and operational costs. The RPS Board will review and approve this updated budget, which will be used for reporting purposes (e.g., tracking actual vs. budgeted CINA) for the remainder of the fiscal year.

The CFO will work together with national and regional leadership to ensure that the annual budget is an accurate reflection of RPS's strategic priorities, programmatic and infrastructure goals for the coming year. The CFO's budget proposal will include any significant capital expenditure projects (significant is defined as over \$500K), as well as any proposed intercompany or intracompany grants or loans, including management fee deferrals.

As part of the budget, the CFO will propose a target change in net assets ("CINA") for the national office and each region to meet strategic goals and/or comply with existing loan covenants.

### **3.2 Borrowing and Loaning Funds**

The assumption of debt, including lines of credit or loans from banks and other financial lenders, shall be approved by the Board of Directors. Board authorization for a line of credit provides management with the discretion to draw on the line as needed. Management may establish lines of credit with suppliers as needed, without board approval, within the purchasing and contract approval thresholds detailed above.

The extension of credit by Rocketship, including all intercompany loans (e.g., to Rocketship Texas) shall be approved by the Board of Directors. Any intracompany (e.g., to Rocketship Wisconsin) loans or management fee deferrals which remain in effect across fiscal years shall be approved by the Board of Directors.

### 3.3 Operating Cash Reserves

The organization will ensure adequate cash balances to meet annual cash flow needs. The CFO will monitor the organization's cash balance and will report the cash balance to the CEO on a monthly basis and to the Business Committee of the Board on a quarterly basis.

It is the responsibility of the CEO and the Governing Board to understand the organization's cash situation and it is the responsibility of the CFO to prioritize payments as necessary to manage cash flow.

The RPS Board may restrict a portion of the operating cash reserve fund for strategic goals.

The RPS Board may develop an additional Operating Cash Reserve Policy to specify use of the Operating Cash Reserves.

### 3.4 Insurance

The organization will maintain adequate insurance with high quality insurers at all times for:

- General Liability
- Property
- Workers' Compensation
- Employment Practices
- Professional Liability
- Directors' and Officers' Coverage
- Other coverages required by charter authorizers
- Umbrella and student accident policies are considered prudent add-ons.

## 4.0 Revenue & Accounts Receivable

RPS receives funding from numerous state and federal sources. Some of these funding sources have specific limitations on how the funds can be spent, as well as how these expenditures must be recorded and reported to the granting authority. Restricted funds are awarded to RPS on the basis of a unique award from the respective state or federal agency. RPS staff should always consult the requirements for a particular grant or award before expending restricted funds.

### 4.1 Cash Receipts

Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets. Further, cash collection, reconciliation, and deposit duties

should be segregated to provide proper financial controls. No one person will participate in all actions associated with cash receipts.

RPS schools regularly collect cash for meal bills, fundraisers, field trips, uniforms, and other purposes.

Cash collected at the school site is considered school revenue and must be accounted for accordingly. Cash may not be used as “petty cash” or otherwise spent before being reconciled and deposited.

Reconciliations and deposits must be completed per the instructions provided by the RPS Finance & Accounting Department.

Only Rocketship staff are permitted to handle cash and checks collected at a school site. Cash and checks must be kept at all times in a designated, secure, locked cabinet or safe. Only authorized school staff should have access to the locked cabinet or safe.

Schools must deposit cash and checks weekly. If no cash or checks have been collected that week, the school should submit a deposit form indicating that no cash/checks were collected. If for some reason a school cannot submit a weekly deposit, the school must inform the Regional Director of Operations.

Under no circumstances should cash remain at a school site for more than 10 school days. In TN, cash cannot remain at the school for more than 3 days.

## 5.0 Expense & Accounts Payable

### 5.1 Purchases & Procurement

RPS shall procure only those goods and services that are required to perform the mission and/or fill a bona fide need. Guiding the purchase of all goods and services will be: (a) price, (b) quality and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors. In addition, RPS will take affirmative steps to assure that minority businesses and women's business enterprises, are used when possible. However, at all times, the selection of a particular good, service or vendor shall be with the intention of maintaining a top-quality school. When engaging in procurement activity, RPS staff shall aim to:

- Remain impartial in the selection process, focusing only on the merits of the supplier/contractor proposals and applicable related considerations such as delivery, quantity, etc.
- Make all purchases in the best interests of RPS and its funding sources.
- Obtain quality supplies and services needed for delivery at the time and place required.
- Buy from responsible, reputable, and dependable sources of supply.
- Obtain best value for all expenditures.
- Deal fairly and impartially with all vendors.

- Be above appearance of unethical behavior at all times; avoid any conflict of interest, related parties, or the appearance of a conflict of interest in school/supplier relationships.
- Follow the guiding principles of internal controls to minimize the risk of fraud, including appropriate segregation of duties and adherence to the school's policies covering authorization to enter into financial commitments.

### **Related Parties**

All employees participating in the making of a contract and Board members must disclose relationships with known proposed or current vendors to determine whether the relationship should be considered a related party transaction. RPS applies the definition of "related party" used by the IRS regulation section 267(b), which includes immediate family members of and legal entities owned or controlled by the employee or board member. The CEO must review any potential related party transactions and has the right to request additional information (e.g., fair market value assessments) to determine whether the transaction is in the best interest of RPS. The CEO must disclose any related party transaction over \$10,000 to the Board of Directors for review. If the related party transaction involves the CEO, the Board shall perform all pertinent due diligence procedures related to the transaction, including identification of alternatives to the transaction. The CEO should not participate in the Board's deliberation or action.

### **Contract Goods and Services**

When and where possible, RPS will enter contracts for goods and services that specify in detail what is included and excluded from the scope of the contract, the agreed delivery, payment terms, and other standard contractual terms and legal protections. To the extent possible, contracts should provide for monthly payment, with at least 30 days from the date of the invoice to make payment. Contracts can be negotiated by a member of the Network Executive Team or their designee with the contracting amount thresholds described herein.

RPS requires completion of Form W-9 for all new vendors (except local, state or federal government entities) before payment can be initiated for the vendor. Information collected from the W-9 should include the vendor social security number or federal tax identification number, address and other pertinent contact information.

### **Competitive Contract Selection**

When a product or service is to be purchased that is valued or priced at, or reasonably estimated to be more than \$25,000, the authorized decision maker shall make every reasonable effort to secure quotes and product specifications from at least two providers of the service or product or similar product or make other acceptable efforts to ensure that RPS is receiving the best value for the purchase. The authorized decision maker shall select from among these quotes and maintain evidence of the quotes and/or other information that informed the purchasing decision. Professional service contracts such as special education contracts are excluded from the requirement to seek multiple bids or proposals; however, nothing shall preclude RPS from seeking such multiple bids or proposals for these contracts. Additionally, furniture purchases may be excluded from the requirement to seek multiple bids when it is determined that a particular vendor offers a unique product that meets the quality and design specifications of RPS and the product price is judged to be reasonable based on comparisons of similar furniture from other vendors. In the event that bids are not obtained, the purchaser



must provide a sole source justification. Notwithstanding the foregoing, adherence to local agency “piggyback” contract prices and procedures for goods contracts meets these requirements.

All procurement involving federal funds will be conducted in accordance with the Code of Federal Regulations, Title 34 (Education), Section 74, which states in part: “All procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open and free competition”, or other law applicable to the funding source. RPS shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. For federally funded purchases, in order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, invitations for bids or requests for proposals shall be excluded from competing for procurements. Awards must be made to the bidder or offeror whose bid or offer is responsive to the solicitation and is the best value to RPS, price, quality and other factors considered. Solicitations shall clearly establish all requirements that the bidder or offeror shall fulfill in order for the bid or offer to be evaluated by RPS. Any and all bids or offers may be rejected when it is in RPS interest to do so.

Furthermore, RPS shall:

- Avoid purchasing unnecessary items
- Avoid making purchases categorized as “equipment” or other items that would be considered durable assets with federal funds;
- Where appropriate, analyze lease and purchase alternatives to determine which would be the most economical and practical procurement;
- Solicit for goods and services providing for all of the following, where applicable:
  - A clear and accurate description of the technical requirements for the material, product, or service to be procured. In competitive procurements, a description shall not contain features which unduly restrict competition
  - Requirements which the bidder/offeror must fulfill and all other factors to be used in evaluating bids or proposals
  - A description, whenever practicable, of technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards
  - The specific features of brand name or equal descriptions that bidders are required to meet when these items are included in the solicitation
  - Make positive efforts to utilize small businesses, minority-owned firms, and women’s business enterprises, whenever possible.

### **Purchases Using Federal Funds**

Purchases made using federal grants will follow procurement methods stated in Uniform Guidance 2 CFR 200.320, where applicable, unless RPS’s Policy is more restrictive. When using federal funds in this regard, RPS will to the extent applicable to the particular purchase:

- Maintain oversight to ensure contractors perform in accordance with terms/conditions/specifications of contracts

# ROCKETSHIP

## PUBLIC SCHOOLS

- Avoid acquisition of unnecessary or duplicative items
- Award contracts only to responsible contractors
- Maintain records to sufficiently detail the history of procurement
- Conduct transactions in a manner providing full and open competition
- Not preclude potential bidders from qualifying during the solicitation period
- Conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences, except in cases where federal statutes mandate or encourage it
- Prepare solicitations that incorporate a clear and accurate description of technical requirements for the material, product, or service, and identify all requirements which the offerors must fulfill, and all other factors used in evaluating bids or proposals
- Ensure that all prequalified lists of persons, firms, or products which are used are current and include enough qualified sources to ensure maximum open and free competition
- Take necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible
- Perform cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold, including contract modifications

Further, when using qualifying federal funds, RPS will use one of the five allowable methods of procurement:

Methodology & Threshold	Requirement
Micro-purchase \$0-\$10,000	<ul style="list-style-type: none"> <li>No bid or quote required if price is considered to be reasonable. Reasonableness could be determined by comparing the price to past purchases or other published prices and/or requesting prices from more than one vendor.</li> <li>Distributed equitably among a range of qualified vendors when practical</li> </ul>
Small Purchase \$10,001-\$250,000	<ul style="list-style-type: none"> <li>Price or rate quotes must be obtained from adequate number of sources (at least two)</li> <li>Can be informal, e.g., phone call or web search</li> <li>All quotes, including phone calls, web searches, etc., must be documented and kept on file</li> <li>Price does not need to be deciding factor, but all quotes need to be kept in procurement records</li> </ul>
Sealed Bid \$250,000 and greater <i>Price is principal basis for selection</i>	<ul style="list-style-type: none"> <li>Bids must be solicited from an adequate number of known suppliers, providing sufficient response time</li> <li>Local and tribal governments must publicly advertise bids</li> <li>Invitation for bids must define the items or services in order for bidders to properly respond</li> <li>All bids will be opened at time and place prescribed in invitation. Local and tribal governments must be opened publicly.</li> <li>Firm fixed price contract made in writing to the lowest responsive and responsible bidder</li> <li>Any or all bids may be rejected if there is a sound documented reason</li> </ul>
Competitive Proposal \$250,000 and greater <i>Selection is based on what is most advantageous with price and other factors considered</i>	<ul style="list-style-type: none"> <li>Must be publicized and identify all evaluation factors and their relative importance</li> <li>Must be solicited from an adequate number of qualified sources</li> <li>Must have a written method for conducting technical evaluations of the proposals and selecting recipients</li> <li>Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered</li> </ul>
Noncompetitive Proposal (sole source)	<ul style="list-style-type: none"> <li>May be used only when the item is available only from a single source, the public exigency or emergency will not permit a delay resulting from competitive solicitation, federal awarding agency or pass-through entity expressly authorizes its use in response to a written request, or after solicitation of a number of sources competition is determined inadequate by the CEO</li> <li>Justification of the use of noncompetitive proposal must be documented</li> <li>Any research on availability from multiple sources must be documented</li> <li>Documentation of authorization must be retained</li> <li>Any initial solicitations from multiple sources which are concluded to be inadequate, and such reasoning, must be documented</li> </ul>

Note, the federal procurement policies do not supersede the Rocketship approval authorities established in this document.

### Purchase and Contract Approval Authority

The table in Section 2.2 outlines approval for contracts and payments. Once a contract is approved, further approval for recurring charges or project expenses are not required. For example, when the Board approves a construction budget, each individual expenses covered by

that budget is approved with no further action required.

Approval authority can be delegated to another member of the RPS Leadership Team in the event that one of the approvers is out of the office.

### **Invoice Payment**

All invoices will be paid in a timely manner to avoid any late fees.

## **5.2 Employee and Volunteer Expense Reimbursements**

Rocketship Public Schools (“RSPS”) employees are periodically required to incur business expenses on behalf of Rocketship in furtherance of its mission.

### **Eligibility**

All Rocketship employees are eligible for expense reimbursement, provided that the expenses are consistent with this policy, documented with receipts, approved by his/her manager and represent a reasonable and appropriate use of Rocketship Public Schools funds.

Expenses must also be in compliance with IRS, state, and/or granting/ funding agency regulations.

This policy applies only to employees and may differ from those expenses that consultants may charge Rocketship. In the case of consultants, expense reimbursement will be dictated by the consulting agreement.

Please see the sections below for policy guidelines related to specific expenses. This list is not all-inclusive and is provided for guidance only.

### **Reimbursement for Expenses**

The employee is responsible for requesting reimbursement in a timely fashion by submitting a completed expense report to the Rocketship Finance Department. Employees should make every effort to submit expense reports within 30 days of incurring such expenses. All expense reports for the previous quarter must be submitted within 30 days of the quarter’s end.

All receipts, with the exception of mileage, must be attached to the expense reimbursement submission in order for the report to be approved. If a receipt is lost, a copy of the credit card bill or other documentation should be attached instead on an exception basis only. Credit card bills are not an alternative to retention of receipts.

### **Approval of Expenses**

An employee’s manager is required to review and approve every expense report request and receipt submitted by the employee. The manager will be able to approve expenses up to his/her limit.

While it is the employee's responsibility to represent accurate information in the reimbursement claim (including account code), manager approval of an expense report implies that the manager agrees that all expenses listed are:

- reasonable in amount
- appropriate based on employees responsibilities
- supported by a receipt
- coded to correct expense accounts
- consistent with Rocketship expense policy

## **Guidelines for Reimbursable Expenses**

### Cell Phone

Full time employees may be eligible for up to \$50 per month in cell phone reimbursement if their job requires the use of a cell phone to perform the duties of their role.

### Air Travel

Each employee is responsible for securing his/her own flight arrangements. Reasonable effort should be made to take the lowest fare available unless a flight imposes an unreasonable inconvenience in terms of stops or layovers. Employees may purchase a regular economy fare in lieu of a basic economy fare. Employees are strongly encouraged to consider travel on airlines that may not be their preferred airline if that cost is less than their preferred airline's cost for a similar flight.

Employees should make reasonable efforts to book airline tickets as far in advance as possible in order to reduce cost. All airline travel will be in coach class unless prior approval is received in writing from the CFO for a different class of air travel.

All mileage earned through frequent traveler programs or airline incentive programs is the property of the employee. As such, no reimbursement will be made for upgrades or free flights redeemed by employees applied to business travel from these programs.

Bag Check fees may be reimbursed if traveler is staying overnight two or more nights. Additional fees for seat upgrades or preferred seats are not reimbursable.

Dues and/or initiation fees for airline clubs are not reimbursable by Rocketship Public Schools.

### Hotels

Reasonable lodging costs incurred during business travel are reimbursable whenever a day trip is not appropriate. Rocketship employees are expected to stay in standard business class lodgings that charge a reasonable rate (for instance, a Marriott). Individuals will not be

# ROCKETSHIP

## PUBLIC SCHOOLS

reimbursed for stays longer than is legitimately necessary for the intended business requirement. The actual hotel bill with the form of payment must be submitted with the expense form as documentation. A charge slip alone is not acceptable.

When work commitments require Friday and Monday trips to the same city, the traveler is ordinarily expected to return home for the weekend. However, if such travel would be more costly or time consuming than remaining at the distant location for the weekend, lodging and reasonable meal costs for the traveler are reimbursable. In order for these lodging and meal costs to be reimbursable, the total cost of the extended lodging and meal costs must not exceed what would have been the additional cost of the flight home and return trip.

### Car Rentals

Car rentals should be used when needed in situations where alternate forms of road transportation (taxis, public transit, and personal vehicles) are not more feasible.

Rocketship staff should limit their car rental to small or economy models unless there is a compelling reason to do otherwise. Additional insurance should be declined, as Rocketship carries rental car insurance as part of its business policy.

Car rentals over a weekend or holiday period are generally not reimbursable, unless necessary and approved (in advance) by the Finance Department.

Whenever possible, employees should refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company. Mileage will not be reimbursed for rentals cars, but gas may be reimbursed.

### Private Vehicle/Mileage

Employees must have a valid driver's license and current personal automobile insurance coverage to use his or her own vehicle for Rocketship business. Rocketship will reimburse employees for mileage incurred while using their personal vehicle on behalf of Rocketship at the standard IRS mileage rate established annually and published on the IRS website.

Mileage from an employee's home to the employee's regular place of work (see below for examples) is considered commuting mileage and will not be reimbursed. "Regular place of work" can change daily depending on the employees' responsibilities. Regular place of work may also change over time. Mileage from the regular place of work to other locations, including Rocketship schools or offices, is reimbursable. Mileage for "home visits" to a student's home is also reimbursable. School based employees' regular place of work is always their school.

### Examples of Reimbursable Mileage for Network Support Employees

- If an employee's regular place of work is Redwood City (RWC) and the employee starts

the day in the RWC office, then drives to a school, then returns to the RWC office, the mileage between the RWC office and back to the RWC office is considered reimbursable.

- If an employee's regular place of work is Redwood City (RWC) and the employee starts the day in the RWC office, then goes to a school, and then drives directly home without returning to Redwood City, the reimbursable mileage is the lesser of these two calculations: (A) the round trip mileage from the RWC office to the school and back, or (B) the mileage from RWC to the school and back to the employee's home.
- If an employee regularly visits schools every day or is asked to work from multiple RSPS locations, then his/her regular place of work may change on a daily basis. For the purposes of expense reimbursement, the employee's regular place of work may be determined on a daily basis to reflect the first school (or other RSPS location) visited on that day. For example, if an employee who regularly works at the school begins his/her day at RSPS, then drives to the San Jose Regional Office, then to RMS, and then home, the reimbursable mileage would be the mileage between RSPS and the San Jose Regional Office and the mileage between the San Jose Regional Office and RMS. The final mileage (from RMS to the employee's home) would be considered commuting mileage.

### Other Transportation

Reimbursement will be made for reasonable expenditures for transportation including, but not limited to, taxi/Ride App or shuttle fares between office/home and airport, as well as between airport and hotel or other destinations. Public transportation should be considered when it is less expensive and not significantly more inconvenient. Travelers should also please consider their own personal safety and familiarity with local transportation routes when choosing the public transportation option.

### Meals

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Rocketship has set guidelines for reimbursement for Employee Meals. These amounts will vary by city, but employees are generally asked not to exceed \$75 per day in meals, using the GSA's recommended per diem for the city they're travelling to as a guide.

Occasionally business travel will require incurring the cost of meals for business associates and those occasions may justify a more expensive meal than the recommended amounts above. Employees should obtain approval from their manager ahead of time if such situations for additional clarification on appropriate spending guidelines.

Per IRS regulations, documentation is required for all deductible meals and Rocketship applies the same requirements for meals submitted for reimbursement. Receipts submitted for meal

reimbursement must include the following information:

- Meal expenses must be listed separately on the expense report (including those that were paid as part of a hotel bill).
- The description must include the names of all persons attending, their titles and business relationship, if applicable, and business purpose of the meal.
- Tear-away stubs are not acceptable as receipts; the employee must submit a receipt or form of payment such as a credit card slip or cash register receipt.
- Rocketship does not reimburse for alcohol.

### Parking & Tolls

Parking and tolls for travel are reimbursable, including parking related to summer PD and all staff events.

### Entertainment

Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc. Entertainment expenditures require pre-approval from an employee's manager.

### Non-reimbursable Expense

Other items related to travel that are not reimbursable are as follows:

- Movies
- Items of clothing purchased while traveling. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unanticipated extended stay.
- Hotel laundry or valet charges are reimbursable only in the case of an unanticipated extension of a previously planned trip.
- Parking tickets, fines or penalties

### Travel Advance

For specific circumstances in which a staff member has limited funds available to initiate his/her own travel arrangements, Rocketship may issue a travel advance in an amount approximate to the necessary expenses. Any authorized advance must be reconciled with actual trip expenses on a completed, approved expense report form within two weeks of the employee's return. Please contact the Finance Department to request a travel advance.

## **5.3 Governing Board Expenses**

- The individual incurring authorized expenses while carrying out the duties of the RPS will complete and sign an expense report and attach original receipts.
- The CEO and/or another board member will approve and sign the expense report.



## 6.0 Asset Management

### 6.1 Fixed Assets Capitalization

All assets with a useful life of greater than one year and costing more than \$5,000 will be capitalized and will be recorded in the fixed asset records. Any asset that does not meet these criteria will be expensed in the current period.

The cost basis of furniture and equipment assets will include all charges relating to the purchase of the assets including the purchase price, freight charges, and installation if applicable.

Leases within the capitalization thresholds will be accounted for in accordance with ASC 842 – lease accounting.

Leasehold improvements are to be capitalized if they relate to the renovation or improvement of an existing building. Expenditures incurred in connection with maintaining the existing building in good working order shall be expensed as a repair.

#### Depreciation

Depreciation methods/lives for assets shall be selected for consistent financial reporting purposes. The following depreciation methods and useful lives shall be used for the following asset classifications for financial reporting purposes.

Asset Class	Useful Life	Method
Computers	Three Years	Straight Line
Furniture and Equipment	Seven Years	Straight Line
Leasehold Improvements	Remaining Life of Lease	Straight Line

### 6.2 Inventory

RPS will maintain a detailed listing of each capital asset item with purchase price greater than \$5,000 along with depreciation records which will include the description, date acquired, vendor, cost basis, assigned department or location, depreciation method/life, accumulated depreciation, and net book value. A physical inventory of property and equipment will be performed annually and compared to the detailed fixed asset listing. Any variances will be investigated and corrected or adjusted in financial statements as necessary. Rocketship has security cameras at its schools to safeguard its assets. Rocketship also hires a security company to help monitor some of its higher-risk areas.

Computer equipment, office equipment and furniture are tagged and logged into our tracking system. This tracking system categorizes by school, type of equipment and whether Federal Funds were used. Any disposition of equipment with remaining useful life will require approval from director of operations and best effort to obtain market value of

the asset is required.

Assets purchased with federal grants will follow the Office of Management and Budget's Uniform Guidance, Title 2, Code of Federal Regulations ("2 CFR") §200.310 to §200.316.

## 7.0 Investment Policy

The RPS CFO will oversee the investment of Rocketship cash balances, subject to oversight of the RPS Board and following guidelines that have been established by the RPS Board. The core objective of this investment policy is the protection of the principal amount while achieving modest yield. The strategy is rooted in an unwavering commitment to capital preservation and minimal risk exposure. Investments consistent with this approach include, government backed securities, cash and cash equivalents, money market funds, government bonds, certificates of deposit and others.

## 8.0 Time and Effort Policies and Procedures

### Overview:

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities.

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- This includes verification through (electronic) signatures and documentation from individuals with first-hand knowledge incorporated into official records;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
  - Budgeted estimates do not qualify but may be used for interim accounting purposes if the estimates are reasonable, identified to related work in a timely manner, and after-the-fact review procedures are in place
- Encompass both federally assisted and all other activities compensated by Rocketship;
- Comply with Rocketship's established accounting policies and practices; and
- Support the distribution of the employee's salary or wages among specific activities or cost objectives.

### Time and Effort Procedures

To meet the above requirements, all employees who must complete time and effort forms must submit either a semi-annual certification or a personnel activity report (PAR) as required below.

The type of form depends on the number of cost objectives that an employee works on. A cost objective is a program, function, activity, award, organizational subdivision, contract, or work unit of which cost data are desired and for which provision is made to accumulate and measure the cost of processes, products, jobs, capital projects, etc.

**Semi-annual certification - applies to employees who do one of the following:**

- Work 100% of their time on a single grant program and/or single cost objective.
- Work 100% of their time in administering one program such as a Federal Programs Director who administers only one program.
- Work 100% of their time under a single cost objective funded from eligible multiple funding sources.

The semi-annual certification must be:

- Completed twice a year;
- Be signed by the employee or the supervisor with direct knowledge of the work being performed;
- Reflect an after-the-fact distribution of the actual activity; and
- Account for the total activity for which each employee is compensated.
- The semi-annual certifications will be maintained by the business department grants office.

**PAR - applies to employees who do one of the following:**

- Do not work 100% of their time on a single grant program and/or single cost objective
- Work under multiple grant programs or multiple cost objectives

The PAR provides a written record of an employee's work activities used to document that employee's time to grants or projects. It must be completed monthly and supported by a daily calendar of activities.

All employees who work on multiple cost objectives must complete PARs that support the distribution of their salaries /wages that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity, not a budget estimate;
- Account for the total work activity for which each employee is compensated;
- Be prepared at least monthly (a separate PAR for each month) and coincide with one (1) or more pay periods; and
- Be signed by the employee.

**Reconciliation Procedures**

It is critical for payroll charges to match the actual distribution of time recorded on the monthly certification documents. Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards, but may be used for interim accounting purposes provided that the system for establishing the estimates produces reasonable approximations of the activity actually performed.

# ROCKETSHIP

## PUBLIC SCHOOLS

In order to reconcile actual costs to budgeted distributions, the business team grants office will conduct quarterly reconciliations of payroll changes to the actual time and effort reflected in employees' time and effort records. This will include review of form ratios versus budgeted distributions after each review.

All the time and effort certifications are collected by the business team grants office, reviewed for accuracy, appropriate signatures, dates and copied to the Grants Accounting Office.



ROCKETSHIP PUBLIC SCHOOLS

### Semi-annual Certification

**Name:**

**Job Title:**

**School:**

**July 2024 - December 2025**

Actual Work Activity		
FUNDING SOURCE	PERCENTAGE OF TIME	DESCRIPTION OF FUNCTIONS

**EMPLOYEE AND SUPERVISOR SIGNATURES**

EMPLOYEE NAME	EMPLOYEE SIGNATURE	DATE SIGNED
SUPERVISOR NAME	SUPERVISOR SIGNATURE	DATE SIGNED

ROCKETSHIP PUBLIC SCHOOLS

## Personnel Activity Report Monthly

**Name:**

**Job Title:**

**School:**

**Pay Period** \_\_\_\_\_

Actual Work Activity		
FUNDING SOURCE	PERCENTAGE OF TIME	DESCRIPTION OF FUNCTIONS
<b>Title I</b>	<b>75%</b>	<b>Providing target support to students requiring</b>

**EMPLOYEE AND SUPERVISOR SIGNATURES**

EMPLOYEE NAME	EMPLOYEE SIGNATURE	DATE SIGNED
SUPERVISOR NAME	SUPERVISOR SIGNATURE	DATE SIGNED

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 6B.	X	OPEN/ACTION
		INFORMATION
		CONSENT
<b>Subject:</b> Approve Resolution #2024-05 to Authorize Transition of 403(b) Vendor		

**Recommendation(s):**

Based on the assessment of Rocketship 403(b) Plan Recordkeepers in April 2024, the Rocketship Education 403(b) Committee (403b Committee), made up of members from the Talent and Finance Departments, recommends that the Rocketship Education Board of Directors (Board) approve the attached Resolution #2024-05 to Authorize the Transition of 403(b) Vendor from the Principal to Fidelity Investments, effective 1/1/2025.

**Background:**

Fidelity Investments, a well-established American multinational financial services corporation founded in 1946, is globally recognized as one of the largest asset managers. With \$5.4 trillion in assets under management and \$14.1 trillion in assets under administration, the company offers a wide range of financial services. These include managing a large family of mutual funds, providing fund distribution and investment advice, retirement services, index funds, wealth management, securities execution and clearance, asset custody, and life insurance. In 2024, as a leading provider in 401(k) services, Fidelity Investments expanded its offerings to include 403(b) services for plans under \$20 million.

The primary goal of the plan vendor change is to enhance administrative support and participant experience, provide greater investment flexibility, ensure fee transparency, and offer more educational sessions to raise awareness about the Rocketship 403(b) Plan (403(b) Plan), and the advantages of retirement savings for employees who are not covered by state pension plans. Moreover, alongside the vendor change, there is an opportunity to introduce a 457(b) option for C-suite employees and potentially increase the annual employer's contribution match to the 403(b) Plan.

Rocketship's current total assets with Principal stand at \$23 million with 669 participants as of April 2024.

**Summary of Previous Board Action by Board:**

None

**Fiscal Impact:**

The recordkeeping fee methodology at Fidelity would be 0.21% of plan assets per year, which is lower than Principal's current fee of 0.30%. The cost varies based on plan asset level, and is estimated to be about \$48,000 annually, and will be borne by the plan participants. Additionally, for the 457(b) plan administered through a Third Party Administrator, the cost is expected to be approximately \$2,235, which Rocketship will initially cover as there will not be enough assets to absorb this expense at the outset.

**Submitted by:**

Lamar Wade, Chief People Officer



**RESOLUTION OF THE BOARD OF DIRECTORS**  
**Rocketship Education**

---

**AUTHORIZING AND APPROVING A CHANGE IN 403(B) PLAN ADMINISTRATOR**

**Whereas**, the Board of Directors of Rocketship Education (Rocketship) acknowledges its fiduciary responsibility for the selection of service providers for the Rocketship Education, Inc. 403(b) Plan (the Plan);

**Whereas**, after review and consideration, the Board has determined that it is in the best interests of Rocketship and its employees to replace the current Plan Administrator, Principal (the Current Administrator) with Fidelity Investments (the New Administrator);

**Resolved**, that the Board hereby approves the termination of the Current Administrator, effective when administratively feasible, and authorizes staff members to take all necessary actions to effectuate such termination;

**Resolved further**, that the Board hereby approves the engagement of the New Administrator as the new service provider for the Plan, effective when administratively feasible, and authorizes staff members to take all necessary actions to finalize and implement the engagement with the New Administrator;

**Resolved further**, that the Board directs Rocketship's officers and management to take all necessary steps to ensure a smooth transition between the Current Administrator and the New Administrator, including but not limited to the transfer of the Plan assets, participant records, and any necessary documentation;

///

///

///

///

///

///

///

///

**Be it further resolved**, that a copy of this resolution shall be included in Rocketship's corporate records and provided to the appropriate parties.

This resolution shall take effect immediately upon its adoption.

---

**SECRETARY'S CERTIFICATE**

The undersigned hereby certifies that the foregoing is a true and correct copy of the resolution that was duly adopted by the Board of Directors of Rocketship Education dba Rocketship Public Schools, at a meeting thereof duly called, noticed, and held on \_\_\_\_\_, 20\_\_, and at which meeting a quorum of the Board was present, and that these resolutions were adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

WITNESS my hand this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

---

Greg Stanger  
Secretary of the Board  
Rocketship Education  
dba Rocketship Public School

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 8B.	X	OPEN/ACTION
		INFORMATION
		CONSENT
<b>Subject:</b> Approve revised Tennessee Instructional Materials and School Library Collection Policy		

**Recommendation(s):**

It is recommended that Rocketship Education Board of Directors ("Board") approve the amended Tennessee Instructional Materials & School Library Collection Policy.

**Background:**

In response to the amendment of the Tennessee "Age Appropriate Materials Act of 2022" (T.A.C 49-6-3803(e)), Rocketship Tennessee's Instructional Materials and School Library Collection Policy has been updated to comply with the newly established timeline requirements for feedback review.

**Summary of Previous Board Action:**

The Board last approved amendments to Tennessee Instructional Materials & School Library Collection Policy at the May 30, 2024 meeting of the Rocketship Board of Directors.

**Fiscal Impact:**

None

**Submitted by:**

Abigail Gifford, Senior Legal Counsel



## **Instructional Materials and School Library Collection Policy**

### **Tennessee Region**

All curricular decisions and the selection, development, and provision of instructional materials are the responsibility of Rocketship Education Tennessee ("RSED TN"). RSED TN shall adhere to applicable state laws and regulations with regard to school curriculum and instructional materials. RSED TN will provide the "Prohibited Concepts Complaint Form," as developed by the Department of Education, on the website of each RPS Tennessee Charter School.

#### **Instructional Materials**

In accordance with state law, parents/guardians of a student shall be entitled to review all instructional materials, teaching materials (including handouts), textbooks, and teaching aids used in the classroom of their child. As defined for the purposes of this policy, "instructional materials" denote instructional content provided to the student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. Parents/legal guardians may also review tests that are developed and graded by their child's teacher.

Any RSED TN parent/guardian who would like to review instructional materials should contact the RSED TN Executive Director. Parents/Guardians may request to review instructional materials by submitting a written request. The RSED TN Executive Director or their designee will respond regarding the request to schedule a time for the parent/guardian to review the requested instructional materials at the school site.

#### **School Library Collection**

In accordance with state law, RSED TN shall maintain a current list of the materials in the School's Library Collection. This list shall be posted on the school's website.

The responsibility to select books and materials for the School's Library Collection rests with RSED TN. RSED TN shall develop its school library collection in a manner that is consistent with state law. The collection shall include materials that are appropriate for the age and maturity levels of the students who may access the materials and that are consistent with the RSED TN mission. Annually, the Director of Schools will review and confirm the materials included in the School's Library collection as appropriate for the age and maturity of the students who may access the materials and are aligned with RSED TN's mission.

RSED TN Students, Parents or Guardians of RSED TN Students, or RSED TN Employees may submit feedback regarding the School's Library Collection. Feedback will be received and evaluated as follows:

# ROCKETSHIP

## PUBLIC SCHOOLS

Feedback must be submitted in writing to the RSED TN Executive Director. The RSED TN Executive Director or their designee will review the feedback and decide if the materials in the School's Library Collection are appropriate. The RSED TN Executive Director or designee will document their decision in writing.

If an RSED TN student, parent/guardian, or employee is unsatisfied with the RSED TN Executive Director's or their designee's written decision, they may appeal to the Board of Directors. Appeal to the Board of Directors must be made in writing and delivered to the Board of Directors within ten (10) business days of RSED TN Executive Director's or their designee's written decision.

The Board of Directors will review the appeal and decide if the materials in the School's Library Collection are appropriate and consistent with the School's mission. The Board will not respond to complaints that have not been reviewed and decided by RSED TN Executive Director's or their designee. The Board will review the appeal and render a written decision within sixty (60) calendar days. The decision of the RPS Board is final. The Board's decision will stand for five years before new challenges to the same materials will be considered.

If the material is determined inappropriate or inconsistent with the school mission, the material will be removed from the School's Library Collection. The materials must remain available for students during the above review process unless and until it is determined that the materials are inappropriate or inconsistent with the Charter School's educational mission.



**Student Educational Records**  
**Policy Region(s): TN**

This policy applies to all Rocketship Public Schools in Tennessee. This policy was written in compliance with relevant state and authorizer requirements in Tennessee.

Student Records

A cumulative record shall be kept for each student enrolled in an authorized charter school. The folder shall contain a health record, attendance record, and scholarship record; shall be kept current; and shall accompany the student through his/her school career.

The name used on the record of the student entering the school system must be the same as that shown on the birth certificate, unless evidence is presented that such name has been legally changed. If the parent/guardian does not have, or cannot obtain a birth certificate, then the name used on the records of such student shall be as shown on documents which are acceptable as proof of date of birth.

The name used on the records of a student entering the system from another school must be the same as that shown on records from the school previously attended, unless evidence is presented that such name has been legally changed as prescribed by law.

When a student transfers to another school, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school. All records shall be remitted in accordance with the Family Education Rights and Privacy Act (FERPA).

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 8A.	X	OPEN/ACTION
		INFORMATION
		CONSENT
<b>Subject:</b> Approve the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)		

**Recommendation(s):**

It is recommended that the Rocketship Education Board of Directors (“Board”) approve the Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA).

**Background:**

In response to a regional policy audit, it was identified that the Rocketship Student/Parent Handbook requires a Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA).

This notice will be separately available to families in the 2024-2025 school year and formally incorporated into the Student and Parent Handbook for the school year 2025-2026.

**Summary of Previous Board Action:**

None

**Fiscal Impact:**

None

**Submitted by:**

Abigail Gifford, Senior Legal Counsel



### Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)<sup>1</sup>

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“Protected Information Survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
  1. Political affiliations or beliefs of the student or student’s parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
  1. Protected information surveys of students and surveys created by a third party;

---

<sup>1</sup> 20 U.S.C. § 1232(h); T.C.A. § 49-2-211; T.C.A. § 49-1-70



# ROCKETSHIP

## PUBLIC SCHOOLS

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Rocketship Education has developed and adopted policies, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Rocketship Education will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Rocketship Education will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Rocketship Education will make this notification to parents at the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 7B.		OPEN/ACTION
		INFORMATION
	<b>Subject:</b> Approve <u>Revised</u> School Council and Committee Policy for California Rocketship Schools	x

**Recommendation(s):**

The School Council and Committee Policy has been updated by the California Regional Team and Compliance Team to reflect current regulations that govern School Site Council (SSC) and English Language Advisory Committee (ELAC). The policy was additionally aligned with our current SSC and ELAC practices. Staff members recommend that the Rocketship Education Board of Directors (Board) approve the revised School Council and Committee Policy.

**Background:**

Rocketship Schools in California strive to involve a diverse group of parents in the governance of each school site, which includes participation in important discussions and decisions around topics like student achievement, school culture, English Learner instruction, the use of federal and state funds at the school and the development of the school's Local Control and Accountability Plan (LCAP).

In accordance with California law, each Rocketship school establishes and maintains a School Site Council (SSC) and an English Learner Advisory Committee (ELAC). The SSC and ELAC serve as forums through which parents and teachers can collaborate to allocate school resources, build culture, and coordinate programs. This policy describes SSC and ELAC composition requirements; SSC and ELAC obligations under California law; and additional roles that SSCs and ELACs can play on campus.

The policy revision focuses on updating two main areas. First, the update aligns language on development of the school plan with current regulations and practices in regards to the LCAP. Second, the update adds additional tasks that each ELAC will fulfill as required of a single site charter LEA. The California Regional Team has created an implementation plan to support schools and ELACs with these additional requirements and is prepared for a roll out at the start of next school year.

**Summary of Previous Board Action by Board:**

The Board previously approved this policy at the March 6, 2024 meeting of the Rocketship Board of Directors.

**Fiscal Impact:**

None

**Submitted by:**

California Executive Team and Compliance Team

## **School Council and Committee Policy** **Region(s): CA**

Rocketship strives to involve a diverse group of parents in the governance of each school site, which includes participation in important discussions and decisions around topics like student achievement, school culture, English learner instruction, and the use of federal and state funds at the school. Rocketship will abide by all federal and state laws regarding school site advisory councils. Specifically, in accordance with California law, each Rocketship school establishes and maintains a School Site Council (SSC) and an English Learner Advisory Committee (ELAC). The SSC and ELAC serve as forums through which parents and teachers can collaborate to allocate school resources, build culture, and coordinate programs. This policy describes SSC and ELAC composition requirements; SSC and ELAC obligations under California law; and additional roles that SSCs and ELACs can play on campus.

### **I. Council/Committee Composition**

#### **SSC**

Under Ed Code § 52852, the SSC must be comprised of the following:

1. The school Principal;
2. School personnel, at least 50% of which are classroom teachers;
3. Parents of students attending the school, or other community members selected by parents.

The number of parents/parent-selected community members on the SSC must be equal to the number of school personnel.

The SSC will implement bylaws that describe selection and replacement procedures.

#### **ELAC**

Under Ed Code § 52176(b), all schools with more than 20 students of limited English proficiency (“English learners,” or “ELs”) shall establish a school level advisory committee on which parents/guardians of such students constitute membership in at least the same percentage as their children represent of the total number of students in the school. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

Schools may designate, for this purpose, an existing school level advisory committee (i.e. SSC), or subcommittee of such an advisory committee, if the advisory committee, or subcommittee where appropriate, meets the criteria stated above.

### **II. Council Obligations**

#### **SSC**

Pursuant to Ed Code § 64001, the SSC will be responsible for participating in the development of a Local Control and Accountability Plan (“LCAP”).

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP governs how the school will spend its state categorical funding.

In developing the LCAP, the SSC will conduct an analysis of root causes of student academic challenges and research-based instructional strategies that enhance student achievement. To set school goals, the SSC will carefully review LEA priorities; qualitative and quantitative student achievement data; and other performance measures to evaluate the effectiveness of the instructional program.

The SSC will provide review and update the LCAP annually. All updated LCAPs must be presented at a public hearing and be approved by the Rocketship Public Schools Board of Directors.

## **ELAC**

In accordance with Ed Code §52176, the ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the LCAP.

The ELAC shall assist the school in the development of:

- A site plan for English learners.
- The school's needs assessment.
- Ways to make parents aware of the importance of regular school attendance.

Additionally, as legally applicable to and required of single site charter LEAs, the ELAC will fulfill the following tasks:

- Review and comment on the LEA's Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an LEA-wide needs assessment.
- Review and comment on the LEA program, goals, and objectives for EL programs and services.
- Review the LEA's plan to ensure compliance with applicable EL Authorization and Cross-cultural, Language and Academic Development ("CLAD") Certificate requirements applicable to the LEA's teacher and instructional aides.
- Review and comment on the LEA's reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.
- As may be required by the local control funding formula ("LCFF"), to the extent this LEA enrolls at least 50 EL students and the LEA's total enrollment includes at least 15 percent EL students, the ELAC shall also carry out specific responsibilities related to the Local Control and Accountability Plan ("LCAP"), including providing input regarding the LEA's existing language acquisition programs and language programs.

### **III. Additional Roles for the Advisory Councils**

Beyond fulfilling their legal obligations as described in Part II above, the SSC and ELAC will seek to empower parents in the education of their children. The SSC and ELAC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for parents (i.e through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Parent Survey and School Needs Assessment.
- Budget and categorical funding allocation (LCFF allocation).
- Review of the instructional model and curriculum.
- Provide input on school events, school culture, and staff professional development.
- Provide input on school policies, school safety plans, and discipline procedures.

- Implement initiatives to increase parent engagement.

The SSC and ELAC will hold regular meetings in accordance with their Bylaws. Records of attendance and meeting minutes for each meeting will be kept at the school site.

#### **IV. Open Meetings**

In accordance with Ed Code §35147, SSC and ELAC meetings shall be open to the public and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee. Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon. The council or committee may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda. Questions or brief statements made at a meeting by members of the council, committee, or public that do not have a significant effect on students or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business. If a council or committee violates the procedural meeting requirements of this section and upon demand of any person, the council or committee shall reconsider the item at its next meeting, after allowing for public input on the item.

Note that most council and committee meetings occur on Rocketship school campuses, often during the instructional school day. Any member of the public who wishes to attend a council or committee meeting must abide by all Rocketship policies and school rules regarding campus visitors.

# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 7C.	X	OPEN/ACTION
		INFORMATION
		CONSENT
<b>Subject:</b> Approve Title IX Policy and Grievance Procedures (applicable to complaints alleging misconduct occurring on or after August 1, 2024)		

**Recommendation(s):**

To comply with federal law, it is recommended the Rocketship Education Board of Directors (Board) approve the attached Title IX Policy and Grievance Procedures (Title IX Policies and Procedures). The Title IX Policies and Procedures shall be effective for complaints alleging misconduct occurring on or after August 1, 2024.

**Background:**

On April 19, 2024, the US Department of Education Office of Civil Rights (OCR) released new Title IX regulations. The new Title IX regulations took effect August 1, 2024, and apply to Title IX complaints alleging misconduct occurring on or after August 1, 2024. For complaints alleging misconduct occurring prior to August 1, 2024, the previously approved Title IX Policy and Grievance Procedures apply.

Federal courts have enjoined the new Title IX rules from taking effect in many states. However, no federal court has enjoined the new Title IX rules in California, Washington DC or Wisconsin. Accordingly, the new Title IX rules apply in these states, and every Rocketship school in CA, DC and WI must adopt a Title IX policy that incorporates the new elements introduced by the new Title IX rules.

The new elements in the Title IX Policies and Procedures include broadening how complaints may be filed, when schools must investigate, who receives supportive measures, in what situations appeal rights must be provided, and which Rocketship employees and agents must be trained about their reporting requirements. The Title IX Policy and Procedures linked above reflects these changes.

**Summary of Previous Board Action:**

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, National, Title IX Compliance and Civil Rights Officer

**TITLE IX POLICY AND GRIEVANCE PROCEDURES<sup>1</sup>**  
Effective for complaints alleging misconduct occurring on or after  
August 1, 2024 at Rocketship Public Schools in CA, DC and WI<sup>2</sup>

**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 discrimination in education institutions, including in the education institution's admissions and employment practices. 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 sex discrimination, including sex-based harassment, and considers such misconduct 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 Rocketship's Title IX Compliance and Civil Rights Officer, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

**Definition of Sex Discrimination and Sex-Based Harassment**

Sex discrimination includes discrimination based on:

- sex stereotypes;
- sex characteristics;
- pregnancy or related conditions;
- sexual orientation; or,
- gender identity.

Sex discrimination also includes conduct that qualifies as sex-based harassment.

Sex-based harassment is a type of prohibited sex discrimination. It includes "quid pro quo" harassment, "hostile environment" harassment, sexual assault, dating violence, domestic violence and stalking. These terms are defined below.

1. Quid pro quo harassment: a situation in which an employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

---

<sup>1</sup> This policy is subject to and set for board approval in California on August 28, 2024, in Washington DC on September 24, 2024, and in Wisconsin on September 20, 2024.

<sup>2</sup> In California, Washington DC and Wisconsin, complaints alleging misconduct occurring prior to August 1, 2024, will be handled pursuant to the "Title IX Policy and Grievance Procedures: 2020-2024," which is posted on those schools' websites.



2. Hostile environment harassment: unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that may include consideration of a range of factors, such as:
  - a. the degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
  - b. the type, frequency and duration of the conduct;
  - c. the parties' ages and roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
  - d. the location of the conduct and the context in which the conduct occurred; and,
  - e. other sex-based harassment in the recipient's education program or activity.
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), and "stalking" as defined in 34 U.S.C. 12291(a)(30).

Examples of sex-based 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; or,
  - intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - sexual 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 detrimental treatment for rejecting sexual conduct; or,
  - 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, objects, 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, share, or view in the work or educational environment; or,

- 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.

Effective limitation or 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 discrimination.

The above-illustrations are not to be construed as an all-inclusive list under this Policy.

### **Reporting Sex Discrimination (Including Sex-Based Harassment)**

Reports of sex discrimination, including sex-based harassment, in violation of Title IX can be made orally or in writing. Such reports may be made to any Rocketship employee or may 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](mailto:rthukral@rsed.org)  
(408) 355-9813 Ext. 102

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 discrimination. 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 employees, unless a designated confidential employee,<sup>3</sup> must immediately notify Rocketship's Title IX Compliance and Civil Rights Officer of any conduct that may be sex discrimination about which they have been notified or which they have witnessed.

---

<sup>3</sup> Under this Policy, a "confidential employee" is (1) a Rocketship employee whose communications are privileged or confidential under Federal or State law; or (2) a Rocketship employee who Rocketship has designated as confidential for purposes of providing services to persons related to sex discrimination. If

Rocketship will follow the grievance process described below to investigate any conduct that may reasonably constitute sex discrimination. In addition, Rocketship will respond promptly and effectively to end sex discrimination, prevent its recurrence and remedy its effects.

Rocketship's Title IX Compliance and Civil Rights Officer also will monitor schools for barriers to reporting information about conduct that may be sex discrimination and take steps reasonably calculated to eliminate those barriers.

### **Filing a Complaint**

A Title IX complaint may be made by:

- a current student, a past student, or a student who has gained admission;
- a current employee or a past employee;
- any third-party who was participating or attempting to participate in an educational program or activity;
- the legal representative of any of the aforementioned individuals;
- a parent of an affected student; or,
- the Title IX Compliance and Civil Rights Officer if an imminent and serious threat exists or if the alleged conduct may prevent Rocketship from ensuring equal access to all students under Title IX (based on a fact-specific inquiry).

A complaint may be made orally or in writing. A written complaint may be submitted via Rocketship's General Complaint Form (available in every school's front office), via email, via text or in any other written format.

Oral or written complaints may be made to any Rocketship employee who is not a designated confidential employee, or to the Title IX Compliance and Civil Rights Officer. If an oral or written complaint is made to a designated confidential employee, that confidential employee will inform the person who made the complaint how to make an oral or written complaint to a non-confidential employee.

A complaint is a statement that can be objectively understood to be a request to investigate and take action against sex discrimination (including sex-based harassment). Typically, a complaint alleges specific conduct, including a description of what may have happened, who may have been involved, where it may have happened, how the conduct may have affected the person who may have suffered sex discrimination, and any other relevant details.

---

an oral or written complaint is made to a designated confidential employee, that confidential employee will inform the person who made the complaint how to make an oral or written complaint to a non-confidential employee or to the Title IX Compliance and Civil Rights Officer. Please see section titled "Filing a Complaint" for additional information.

## **Responding to Sex Discrimination (Including Sex-Based Harassment)**

When Rocketship has knowledge of conduct that reasonably may constitute sex discrimination (including sex-based harassment) in its education program or activity, Rocketship will respond promptly and effectively. Specifically, the Title IX Compliance and Civil Rights Officer, upon being notified of conduct that reasonably may constitute sex discrimination, will:

- treat the complainant and respondent equitably;
- offer and coordinate supportive measures, as appropriate, for the complainant and for the respondent;
- notify the complainant (or the individual who reported the conduct) of the grievance procedures and informal resolution process;
- if a complaint is made, initiate the grievance procedures or informal resolution process;
- if a complaint is not made or informal resolution is not initiated, conduct a fact-specific inquiry to determine whether the misconduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person(s) or prevents Rocketship from ensuring equal access based on sex to its education program or activity, in which case the Title IX Compliance and Civil Rights Officer may initiate a complaint;
- if the Title IX Compliance and Civil Rights Officer initiates a complaint, notify the complainant prior to doing so and appropriately address concerns about the complainant's safety or the safety of others; and,
- regardless of whether a complaint or informal resolution is initiated, take other appropriate prompt and effective steps to ensure sex discrimination does not continue or recur within Rocketship's education program or activity.

Rocketship may consolidate complaints as to allegations of sexual discrimination 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 discrimination arise out of the same facts or circumstances.

All conduct not covered under the Title IX definition of sex discrimination will be addressed by Rocketship under the Rocketship Public Schools Student/Parent Handbook or in accordance with the Rocketship Public Schools Employee Handbook.

### **Supportive Measures**

Supportive measures are non-disciplinary, non-punitive, individualized services or accommodations offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent. Supportive measures are designed to restore or preserve each person's equal access to Rocketship's education program or activity during the grievance procedures or informal resolution process. Supportive measures cannot unreasonably burden either party.

For complaints of sex-based 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,

restrictions on contact applied to one or more parties, changes in class, work or extracurricular locations, leaves of absence, increased security and monitoring of certain areas of the campus, training and education programs related to sex-based harassment, and other similar measures.

If applicable, the Title IX Compliance and Civil Rights Officer will consult with an appropriate member of each party's IEP Team or Section 504 Coordinator/Team to ensure any supportive measures align with the student's IEP or Section 504 Plan. If the supportive measures do not align, an IEP meeting or 504 meeting may need to be convened.

Supportive measures may be continued, modified or ended at the conclusion of the grievance procedures or informal resolution.

Either party may appeal the supportive measures if they are dissatisfied with the supportive measures offered. An impartial employee who was uninvolved in the original decision will decide whether to modify or reverse the original decision regarding supportive measures. This determination will consider whether the original decision was inconsistent with the definition of supportive measures. There is no additional right of appeal from the decision. Rocketship will provide each party the opportunity to seek additional modification or termination of a supportive measure if circumstances change materially.

If Rocketship does not provide 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.

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.

### **Emergency Removal**

Rocketship may place a non-student employee respondent on administrative leave during the pendency of the Title IX Grievance Procedures.

Rocketship may remove the respondent from its educational program or activity on an emergency basis, provided Rocketship undertakes an individualized safety and risk analysis, determines an imminent and serious threat to the health or safety of any student or other individual arising from the allegations of sexual discrimination 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.

### **Informal Resolution Process**

At any time prior to determining whether sex discrimination may have occurred under this policy, Rocketship may offer an informal resolution process to the complainant and respondent.

Rocketship will consider the age of the students involved, if any, and the nature of the alleged conduct when determining whether to offer an informal resolution process, understanding that for younger students informal resolution may be more appropriate to resolve complaints than the use of the grievance procedures. Participation in informal resolution is always voluntary.

Rocketship retains the discretion to determine whether it is appropriate to offer an informal resolution process; Rocketship may decline to offer informal resolution despite one or more of the parties' wishes. Circumstances when Rocketship may decline to allow informal resolution include but are not limited to instances involving complaints of sexual violence or when Rocketship determines the alleged conduct could present a future risk of harm to others.

Informal resolution is not permitted in situations in which an employee allegedly engaged in sex-based harassment of a Rocketship student or if such process would conflict with federal, state or local law.

If Rocketship offers an informal resolution process, it will:

- provide the parties with written notice of:
  - the allegations;
  - 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;
  - 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
  - Rocketship's informal resolution procedures, which are:
    - 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;
    - 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;
    - Rocketship may maintain its own confidential records noting a voluntary resolution process was commenced and whether resolution was reached or not; and,
    - should the parties agree to a resolution, Rocketship will document the terms of the resolution for its records and the parties.
  
- obtain the parties' advance voluntary, written consent to the informal resolution process.

If 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. Any person who

facilitates an informal resolution will be trained and free from conflicts of interest or bias for or against either party.

Informal resolution may result in agreement to pursue individual or school-wide remedies, including targeted or broad-based educational programming or training; supported direct conversation or interaction with the respondent; mediation; restorative justice practices, and other forms of resolution that can be tailored to the needs of the parties.

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.

At Rocketship's discretion, Rocketship may postpone commencing an investigation or suspend an ongoing investigation while the informal resolution process occurs.

If the parties elect to engage in an informal resolution process, Rocketship will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur within Rocketship's education program or activity.

### **The Title IX Grievance Procedures**

When implementing these grievance procedures, Rocketship will treat complainants and respondents equitably. Rocketship will ensure the individuals involved in any investigation or decision do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Rocketship presumes the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of these grievance procedures. In most cases, a thorough grievance process will take no more than ninety (90) business days, not including any time for an appeal. Rocketship will follow reasonably prompt timeframes for the major stages of the grievance procedures, including the following: evaluation of a complaint (the decision whether to dismiss or investigate a complaint) within 15 business days of the receipt of a complaint; investigation to be completed within 45 business days of the determination to investigate a complaint; and a determination within 30 business days of the completion of the investigation of a complaint. Those time frames may be extended on a case-by-case basis for good cause, including as required by the circumstances of the investigation and equity to the parties, with written notice to the parties of the new deadlines and the reason for the delay.

#### **1. Evaluation of a Complaint**

Rocketship will determine whether to investigate or dismiss a complaint of sex discrimination. The Title IX Compliance and Civil Rights Officer will seek to clarify the allegations, if needed, in order to make this determination.

## **2. Dismissal of a Complaint**

Rocketship may dismiss a complaint of sex discrimination if:

- the alleged sex discrimination did not occur in a Rocketship program or activity;
- Rocketship is unable to identify the respondent after taking reasonable steps to do so;
- the respondent is not participating in Rocketship's education program or activity and is not employed by Rocketship;
- the complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Compliance and Civil Rights Officer declines to initiate a complaint, and Rocketship determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Rocketship determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, Rocketship will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, Rocketship will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then Rocketship also will notify the respondent in writing of the dismissal and the basis for the dismissal.

Rocketship will notify the complainant in writing that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then Rocketship also will notify the respondent in writing that the dismissal may be appealed.

Dismissals may be appealed on the following bases:

- procedural irregularity that would change the outcome;
- new evidence that would change the outcome and that was not reasonably available when the dismissal was made; or
- the Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, Rocketship will:

- notify the parties in writing of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- implement appeal procedures equally for the parties;
- ensure the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- ensure the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and



- notify the parties in writing of the result of the appeal and the rationale for the result.

When a complaint is dismissed, Rocketship will, at a minimum:

- offer supportive measures to the complainant as appropriate;
- offer supportive measures to the respondent as appropriate; and
- take other prompt and effective steps, as appropriate, through the Title IX Compliance and Civil Rights Officer to ensure sex discrimination does not continue or recur within Rocketship's education program or activity.

If a complaint is dismissed, Rocketship may nevertheless take whatever additional disciplinary action it deems appropriate against the respondent under the "Behavioral Expectations and Discipline" section of the Rocketship Public Schools Student/Parent Handbook and procedures related thereto.

### **3. Notice of Allegations**

Upon initiation of Rocketship's Title IX grievance procedures, the Title IX Compliance and Civil Rights Officer will notify the parties in writing of the following:

- Rocketship's Title IX grievance procedures and any available informal resolution process;
- a description of the allegations of sex discrimination at issue and, to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sex discrimination, and the date and location of the alleged incident;
- a statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- 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 will be provided an equal opportunity to inspect and review the relevant (and not otherwise impermissible) evidence during the investigation process;
- a statement that Rocketship prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process; and,
- a statement that retaliation is prohibited.

If, in the course of an investigation, Rocketship decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, Rocketship will notify the parties of the additional allegations.

### **4. Investigation**

Upon receipt of a complaint of sexual discrimination or upon notification of conduct that reasonably may constitute sex discrimination, the Title IX Compliance and Civil Rights Officer will promptly initiate an adequate, reliable and impartial investigation. An investigation may not be initiated or may be paused if the parties voluntarily agree to participate in an informal resolution process.

The investigation process is as follows:

- The Title IX Compliance and Civil Rights Officer will assign an investigator to investigate the allegations. The investigator will be appropriately trained and in many cases will not be the same person as the Title IX Compliance and Civil Rights Officer. 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 complainants or respondents generally or for or against the complainant or respondent individually.
- 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. Rocketship bears the burden of gathering sufficient evidence to determine whether sex discrimination occurred.
- 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.
- A parent, legally authorized guardian or attorney representing the student is permitted to act on behalf of the complainant or respondent and exercise the rights granted to the complainant or respondent under this policy.
- The parties will be provided an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. Each party may have an advisor (who may be, but does not need to be, an attorney) of its choice present during any investigative meeting or interview.
- 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.
- The investigator will review all evidence gathered through the investigation and will determine which evidence is relevant and which evidence is impermissible regardless of relevance. The following types of evidence, and questions seeking that evidence, are impermissible (*i.e.*, will not be accessed or considered, except by Rocketship to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:
  - evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;

- a party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Rocketship obtains that party's or witness's voluntary, written consent for use in its grievance procedures; or,
  - evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.
- Rocketship will take reasonable steps to protect the privacy of the parties and witnesses during the grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.
  - Once the investigator has reviewed all the evidence gathered through the investigation and determined which evidence is relevant and not impermissible, Rocketship will provide each party with an equal opportunity to access that evidence. Rocketship will provide access to both parties at the same time and will provide each party ten (10) calendar days to respond to the evidence in writing. Rocketship, at its sole discretion, may extend this review period if necessary, in which case both parties will be given the same extension of time to review.
  - Parties will send their written responses to the investigator for review and consideration. Rocketship will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures.
  - If a complainant or a respondent has an IEP or a Section 504 Plan, the Title IX Compliance and Civil Rights Officer or investigator will consult with one or more members of the student's IEP Team or the Section 504 Coordinator to ensure compliance with relevant IDEA or Section 504 requirements during the grievance process.

## **5. Determination of Whether Sex Discrimination Occurred**

The Title IX Compliance and Civil Rights Officer will assign a decision-maker to render findings on the allegations of sex discrimination. The decision-maker may be the investigator or may be another individual who does not have prior knowledge of the incident under investigation.

Rocketship will ensure all decision-makers have the appropriate training and do not have a conflict of interest or bias for or against complainants or respondents generally or for or against the complainant or respondent individually.

The decision-maker will use a preponderance of the evidence standard to determine whether sex discrimination occurred. Under the preponderance of the evidence standard, the decision-maker must determine whether the alleged facts are more likely than not to be true. In making this determination, the decision-maker will objectively evaluate all evidence that is relevant and not otherwise impermissible – including both inculpatory and exculpatory evidence – for its persuasiveness.

In order to render findings, the decision-maker will evaluate the credibility of the collected evidence, including statements made by the parties and witnesses. The decision-maker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If the decision-maker is not persuaded under the preponderance of the evidence standard that sex discrimination occurred, whatever the quantity of evidence is, the decision-maker must not determine that sex discrimination occurred.

Rocketship will notify the parties in writing of the determination of whether sex discrimination occurred under Title IX, including the rationale for such determination and the procedures and permissible bases for appeal. The written letter of determination will be sent to the complainant and respondent simultaneously and will describe:

- a statement of the allegations;
- a determination of responsibility for each allegation;
- the rationale for the determination;
- any disciplinary sanctions Rocketship will impose on the respondent and whether remedies designed to restore or preserve Rocketship's education program or activity will be provided to the complainant; and
- a description of the right to an appeal, how to request an appeal, and the permissible bases for an appeal.

The determination of whether the allegations of sex discrimination occurred becomes final either on the date 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, if one is requested. 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 are appropriately trained and do not have a bias for or against complainants or respondents generally or for or against the complainant or respondent individually.

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 not reasonably available at the time the determination was made that could affect the outcome of the matter; or
- the Title IX Compliance and Civil Rights Officer, investigator and/or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or for or against the complainant or respondent individually.

The following appeal rights and procedures apply:

- the complainant and respondent shall have the same appeal rights and Rocketship will implement appeal procedures equally for both parties;
- Rocketship will notify in writing the other party when an appealed 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; andprovide the written decision simultaneously to both parties; and
- the submission of an appeal stays any sanctions for the pendency of an appeal.

The appeal will be decided on written submissions from the parties only. No hearing will be held for an appeal.

## **7. Title IX Remedies and Disciplinary Sanctions**

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 there is a determination that sex discrimination occurred, as appropriate, the Title IX Compliance and Civil Rights Officer will:

- coordinate the provision and implementation of remedies to a complainant and other persons Rocketship identifies as having had equal access to Rocketship's education program or activity limited or denied by sex discrimination;
- coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and

- take other appropriate prompt and effective steps to ensure sex discrimination does not continue or recur withing Rocketship’s education program activity.

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.

Rocketship will not impose disciplinary sanctions on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.

Rocketship will not discipline a party, witness, or others participating in a grievance procedure for making a false statement or for engaging in consensual sexual conduct based solely on Rocketship’s determination whether sex discrimination occurred.

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.

### **Retaliation**

Retaliation, including student-on-student (peer) retaliation, is prohibited against anyone reporting sex discrimination, filing a complaint or otherwise participating in a grievance process. Retaliation includes intimidation, threats, coercion, or discrimination against any person by Rocketship, a student, or an employee or other person authorized by the Rocketship to provide aid, benefit, or service under the Rocketship’s education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

If Rocketship receives information about conduct that reasonably may constitute retaliation under Title IX or its regulations, Rocketship will initiate a grievance procedure pursuant to this Policy and abide the process set forth above.

### **Training**

All Rocketship employees will be trained at the time of hire and annually on the (1) scope of conduct that constitutes sex discrimination under Title IX and its regulations; (2) obligations Rocketship has to address sex discrimination under Title IX and its regulations; and (3) employees’ reporting obligations.

In addition, Rocketship will ensure the Title IX Compliance and Civil Rights Officer, investigators, decision-makers, any person who handles appeals, any person who facilitates an informal resolution process, and any person with the authority to modify or terminate supportive measures receive training on the definition of sex discrimination, how to implement the grievance process, how to conduct an investigation (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 and decision-makers receive training on the meaning and application of relevant and impermissible evidence. Rocketship also will ensure decision-makers receive training on evaluating evidence under the preponderance of the evidence standard.

### **Recordkeeping**

Rocketship will maintain in a secure location for at least seven (7) years:

- all Title IX grievance procedures;
- all records related to a Title IX complaint, supportive measures, investigation, informal resolution, appeal, sanctions/remedies, and/or dismissal; and
- 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.

# ROCKETSHIP PUBLIC SCHOOLS

**Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024**

<b>Agenda Item:</b> <b>8D.</b>	<b>X</b>	<b>OPEN/ACTION</b>
<b>Subject:</b> <b>Approve Applications to TN Authorizers for Material Amendments to Charters of: Rocketship Dream Community Prep, Rocketship Nashville Northeast Elementary, and Rocketship United Academy</b>		<b>INFORMATION</b>
		<b>CONSENT</b>

**Recommendation(s):**

Staff members recommend that the Rocketship Education (RSED-National) Board of Directors (Board) approve the submission of the attached Letters of Intent (LOI) in relation to sought-after material amendments to the charters of the following schools: Rocketship Dream Community Prep (RDCP), Rocketship Nashville Northeast Elementary (RNNE), and Rocketship United Academy (RUA). If approved, these LOIs will be submitted to the authorizers for each of these schools by September 1, 2024 according to authorizer requirements.

To summarize, the material amendments sought in the course of these applications include the following:

- For RNNE, a material amendment transferring governance and oversight from RSED-National to RSED-TN.
- For RUA, material amendments:
  - Transferring governance and oversight from RSED-National to RSED-TN
  - To add the 5th Grade
  - To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.
- For RDPC, material amendments:
  - Transferring governance and oversight from RSED-National to RSED-TN
  - To add the 5th Grade
  - To effect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreement.

Presuming the Board approves of these proposed material amendments, and the submission of the corresponding LOIs, formal Applications for Material Amendments shall be prepared according to the terms outlined here and filed by October 1, 2024 per authorizer requirements.



In addition, staff members request that the Board authorize staff to take all necessary steps toward effecting the Material Amendments sought in the course of this process as generally outlined here.

**Background:**

*Re: Governance Material Amendment*

Since their authorization, the Board has been responsible for the governance and oversight of each of the Rocketship public charter schools in Tennessee including RDCP, RNNE, and RUA. In the course of its work with the Tennessee schools, the Board and RSED-National's central staff members have collaborated with local Rocketship school leaders in Tennessee, as well as community and parent advisory groups, to ensure that decision-making was reflective of the communities served in Tennessee.

In addition, RSED-National assisted in establishing a Tennessee Rocketship nonprofit entity, Rocketship Education Tennessee (RSED-TN). RSED-TN is a Tennessee nonprofit public benefit corporation, incorporated under the laws of the State of Tennessee, having its own independent Board of Trustees (RSED-TN Board). RSED-TN was formed and incorporated in March 2022. As of the date of its formation, the RSED-TN Board has served in an advisory capacity to the School's leadership team, while also providing the Board counsel on local matters relating to Rocketship Public Schools chartered in Tennessee. In addition, currently, the RSED-TN Board Chair and a second RSED-TN Board member serve on the Board and participate in the Board's meetings as full voting members and as RSED-TN's representatives on national matters.

The Board's intention with RSED-TN was (and is) to transfer the governance and oversight of the three (3) Rocketship Tennessee public charter schools over to RSED-TN after RSED-TN received its tax exemption letter from the Internal Revenue Service (IRS), and after ensuring that all applicable governmental agencies and boards had approved the proposed transfer of the three charters from RSED-National to RSED-TN. RSED-TN was issued its exemption letter on June 25, 2024. Accordingly, the parties are now able to take the next set of required steps to transfer the charters of RDCP, RUA, and RNNE to governance and oversight under RSED-TN.

In order to begin the transfer of the TN charters from RSED-National to RSED-TN, the parties will have to obtain permission from various governmental entities and boards. One of the first steps in this process is to obtain authorizer approval of Material Amendments to the charters for each of these schools in the area of governance. Attached to this Executive Summary are copies of Letters of Intent which must precede the full Applications for the Material Amendments. These LOIs will initiate the process and must be filed by September 1, 2024.

*Re: Addition of Grade 5 and Student Enrollment Changes*

In addition to the material amendments related to governance and oversight, with the Board's approval, staff will file Material Amendment Applications to add the 5th Grade to both RDCP and RUA. Moreover, with Board approval, staff will file Material Amendment Applications to reflect changes in student enrollment which fall outside of the minimum and/or maximum enrollment thresholds set forth in the current charter agreements for RDCP and RUA, respectively.

**Summary of Previous Board Action:**

None.

**Fiscal Impact:**

Costs to effect the transition are currently estimated at up to \$10,000 in external fees.

**Submitted by:**

Daimon Hardy, Chief of Staff, RSED-TN

Lamar Wade, Interim Executive Director, RSED-TN

Rocketship Education, National Network Leadership Team

Fall: Letter of Intent must be submitted by **September 1**, with the application due by **October 1**.

Spring: Letter of Intent must be submitted by **January 15**, with the application due by **February 14**.

If the due date falls on a Saturday, Sunday or state-observed holiday, the due date shall be the next business day.

### LETTER OF INTENT TO AMEND A CHARTER AGREEMENT

Name of Charter School: Pocketship Nashville Northeast Elementary

Name of Authorizer: Tennessee Public Charter School Commission

Name of Contact Person: Daimon Hardy

*This is the person who will serve as the primary contact for the application, including notices and other follow-up.*

Contact Person Mailing Address: 311 Plus Park Blvd. Suite 130 Nashville, TN 37217

Contact Person Primary Telephone: 404-992-3498

Contact Person Alternate Telephone: \_\_\_\_\_

Contact Person Email Address: dhardy@rsed.org

Name of School Leader: Tawana Harper

School Year Proposed Amendment Will Take Effect: 25-26

**Amendment Petition Category:**

*Check the box for the category under which this Amendment Petition falls:*

- Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization.
- The addition or removal of a grade level or levels. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- The addition or removal of a plan to provide transportation to students attending the charter school.

- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement.
- Changes to the charter school's academic focus set forth in the charter agreement.
- Changes identified in the charter agreement as material modifications or amendments. Please specify: \_\_\_\_\_
- Other material change not covered by any of the above categories. Please specify: \_\_\_\_\_

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this Letter of Intent.

  
Contact Signature

\_\_\_\_\_  
Board Chair Signature

Daimon Hardy, Chief of Staff  
Contact, Printed Name & Title

\_\_\_\_\_  
Board Chair, Printed Name

8/22/24  
Date

\_\_\_\_\_  
Date

*This completed and signed form shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at [Charter.Schools@tn.gov](mailto:Charter.Schools@tn.gov).*

Fall: Letter of Intent must be submitted by **September 1**, with the application due by **October 1**.

Spring: Letter of Intent must be submitted by **January 15**, with the application due by **February 14**.

If the due date falls on a Saturday, Sunday or state-observed holiday, the due date shall be the next business day.

**LETTER OF INTENT TO AMEND A CHARTER AGREEMENT**

Name of Charter School: Rocketship United Academy

Name of Authorizer: Metro Nashville Public Schools

Name of Contact Person: Daimon Hardy

*This is the person who will serve as the primary contact for the application, including notices and other follow-up.*

Contact Person Mailing Address: 311 Plus Park Blvd, Suite 130 Nashville, TN 37217

Contact Person Primary Telephone: 404-992-3498

Contact Person Alternate Telephone: \_\_\_\_\_

Contact Person Email Address: dhardy@rsed.org

Name of School Leader: Ben Harp

School Year Proposed Amendment Will Take Effect: 25-26

Amendment Petition Category:

*Check the box for the category under which this Amendment Petition falls:*

- Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization.
- The addition or removal of a grade level or levels. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- The addition or removal of a plan to provide transportation to students attending the charter school.

- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement.
- Changes to the charter school's academic focus set forth in the charter agreement.
- Changes identified in the charter agreement as material modifications or amendments. Please specify: \_\_\_\_\_
- Other material change not covered by any of the above categories. Please specify: \_\_\_\_\_

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this Letter of Intent.

  
\_\_\_\_\_  
Contact Signature

\_\_\_\_\_  
Board Chair Signature

Daimon Hardy, Chief of Staff  
\_\_\_\_\_  
Contact, Printed Name & Title

\_\_\_\_\_  
Board Chair, Printed Name

8/22/24  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

*This completed and signed form shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at [Charter.Schools@tn.gov](mailto:Charter.Schools@tn.gov).*

**Fall:** Letter of Intent must be submitted by **September 1**, with the application due by **October 1**.

**Spring:** Letter of Intent must be submitted by **January 15**, with the application due by **February 14**.

If the due date falls on a Saturday, Sunday or state-observed holiday, the due date shall be the next business day.

**LETTER OF INTENT TO AMEND A CHARTER AGREEMENT**

Name of Charter School: Rocketship Dream Community Prep

Name of Authorizer: Tennessee Public Charter School Commission

Name of Contact Person: Devinon Hardy

*This is the person who will serve as the primary contact for the application, including notices and other follow-up.*

Contact Person Mailing Address: 311 Plus Park Blvd Suite 130 Nashville, TN 37217

Contact Person Primary Telephone: 404-992-3498

Contact Person Alternate Telephone: \_\_\_\_\_

Contact Person Email Address: dhardy@rsed.org

Name of School Leader: Jessica Alexander

School Year Proposed Amendment Will Take Effect: 25-26

Amendment Petition Category:

*Check the box for the category under which this Amendment Petition falls:*

- Change in governance structure (including, but not limited to, a change in the nonprofit entity governing the school), or addition of or changes to the charter management organization.
- The addition or removal of a grade level or levels. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- Changes in student enrollment which fall outside of the minimum or maximum enrollment thresholds set forth in the charter school's charter agreement. *Letter of Intent must be filed by **September 1** (or next business day) of the school year preceding the school year in which the proposed amendment would take effect).*
- The addition or removal of a plan to provide transportation to students attending the charter school.

- Changes to the charter school's location, if outside the geographic area set forth in the charter agreement.
- Changes to the charter school's academic focus set forth in the charter agreement.
- Changes identified in the charter agreement as material modifications or amendments. Please specify: \_\_\_\_\_
- Other material change not covered by any of the above categories. Please specify: \_\_\_\_\_

By our signatures below, we hereby certify that the governing body of the charter school identified herein has approved the submission of this Letter of Intent.

  
\_\_\_\_\_

Contact Signature

\_\_\_\_\_

Board Chair Signature

Daimon Hardy, Chief of Staff  
\_\_\_\_\_

Contact, Printed Name & Title

\_\_\_\_\_

Board Chair, Printed Name

8/22/24  
\_\_\_\_\_

Date

\_\_\_\_\_

Date

*This completed and signed form shall be saved as a PDF and submitted to the applicant's authorizer as well as to the Tennessee Department of Education, Division of Choice, at [Charter.Schools@tn.gov](mailto:Charter.Schools@tn.gov).*



# ROCKETSHIP PUBLIC SCHOOLS

Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024

<b>Agenda Item:</b> 7A.  <b>Subject:</b> Approve Rocketship Si Se Puede, Rocketship Alma and Rocketship Brilliant Minds Charter Renewal Petitions	X	OPEN/ACTION
		INFORMATION
		CONSENT

**Recommendation(s):**

Based on a comprehensive review of the academic performance, community impact, and compliance with regulatory standards, staff members recommend that the Rocketship Education Board of Directors (Board) approve the renewal petitions for Rocketship Sí Se Puede (RSSP), Rocketship Alma (RA), and Rocketship Brilliant Minds (RBM). These renewal petitions seek additional five-year charter terms for each of the charter schools noted here. Moreover, staff members request that the Board authorize the California and National Leadership Teams to take action to submit the attached charter renewal petitions and to work through the process of reauthorization.

**Background:**

Over the past several years, the Board has strategically invested in and supported comprehensive improvement strategies, and championed data-driven decision-making to ensure that each school within the Rocketship network meets or exceeds performance standards. These initiatives have been particularly impactful for Rocketship Sí Se Puede, Rocketship Alma, and Rocketship Brilliant Minds, schools that have demonstrated both academic success and strong community partnerships.

RSSP, RSA, and RBM have each met or exceeded the criteria outlined in Assembly Bill (“AB”) 1505. They have met the criteria for middle-performing status under the California Department of Education’s (CDE) guidelines. As demonstrated in the attached charter renewal petitions, the continued success of each of these schools is reflected in key performance indicators, including consistent academic growth, reduction in achievement gaps, and strong support from their respective communities. These schools have consistently demonstrated their commitment to excellence in education, achieving significant milestones in student achievement, community engagement, and operational effectiveness.

The approval of these three renewal petitions will allow Rocketship Education to sustain and expand its impact in serving the educational needs of low-income communities in San Jose.

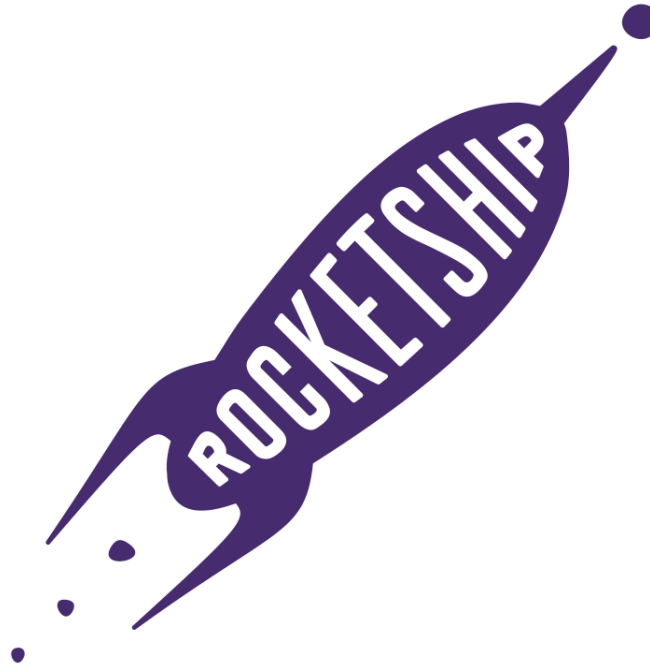
**Summary of Previous Board Action:**

There has been no previous action on these renewal applications.

**Submitted by:**

Janine Ramirez, Sr. Director of External Affairs, California  
Kristen Duprel, Chief of Staff, California  
Maricela Guerrero, Executive Director, California

# Rocketship Academy Brilliant Minds



Charter Renewal Petition

Submitted to the Santa Clara County Board of Education  
September 3, 2024

CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS	6
AFFIRMATIONS AND DECLARATION	7
INTRODUCTION	13
CRITERIA FOR RENEWAL	13
STUDENT PERFORMANCE DATA	14
CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM	14
STATE PERFORMANCE INDICATORS	15
ENGLISH LANGUAGE ARTS	19
LOCAL INDICATORS	22
MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT	23
ACADEMIC INDICATOR DFS	23
NWEA MAP	26
RBM AS PART OF THE ROCKETSHIP EDUCATION NETWORK	27
ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM	29
MISSION, VISION, AND MODEL	29
SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO SERVE	31
ENROLLMENT	31
OUR EDUCATIONAL PHILOSOPHY	32
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY	32
HOW LEARNING BEST OCCURS	33
CURRICULUM AND INSTRUCTION	33
STANDARDS-ALIGNED CURRICULUM	33
ELA/LITERACY	34
MATHEMATICS	37
SCIENCE AND SOCIAL STUDIES INSTRUCTION	41

ARTS AND ENRICHMENT	44
SOCIAL-EMOTIONAL LEARNING	44
PERSONALIZED INSTRUCTION	46
CALENDAR AND INSTRUCTIONAL MINUTES	48
DATA-DRIVEN INSTRUCTION	50
SPECIAL POPULATIONS	52
AT-PROMISE STUDENTS	52
ACADEMICALLY HIGH-ACHIEVING STUDENTS	55
SPECIAL EDUCATION SERVICES	56
ENGLISH LEARNERS	67
PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT	73
ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES	77
ELEMENT B MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT	79
ELEMENT C METHODS OF ASSESSMENT	81
ELEMENT C: ASSESSMENT MEASURES	81
ELEMENT D: LOCATION	84
ELEMENT E: GOVERNANCE STRUCTURE	85
GOVERNANCE STRUCTURE	85
BOARD OF DIRECTORS	85
RSED STAFF	87
FAMILY PARTICIPATION	88
ELEMENT F: EMPLOYEE QUALIFICATIONS	92
ELEMENT G: HEALTH AND SAFETY PROCEDURES	101
PERSONNEL	101
SCHOOL SAFETY PLAN	102
OTHER HEALTH AND SAFETY ASSURANCES	103

ELEMENT H: MEANS TO ACHIEVE STUDENT POPULATION BALANCE	106
ELEMENT I: FINANCIAL AUDIT	107
ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES	109
ELEMENT K: STAFF RETIREMENT SYSTEMS	111
ELEMENT L: DISPUTE RESOLUTION PROCESS	112
ELEMENT M: ADMISSION POLICIES AND PROCEDURES	114
ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	117
ELEMENT O: EMPLOYEE RETURN RIGHTS	118
ELEMENT P: CLOSURE PROCEDURES	119
BUSINESS OPERATIONS	122
BUDGETS AND CASH FLOW	122
FINANCIAL REPORTING	123
INSURANCE	124
ADMINISTRATIVE SERVICES	124
FACILITIES	124
IMPACT ON THE COUNTY	124
CONCLUSION	126
APPENDIX	
APPENDIX 1: CALIFORNIA SCHOOL DASHBOARD REPORTS	
APPENDIX 2: CREDO NATIONAL CHARTER SCHOOL STUDY	
APPENDIX 3: BUDGET NARRATIVE	
APPENDIX 4: PREPARATION MATERIALS	
APPENDIX 5: 2021 TNTP REPORT	
APPENDIX 6: RBM'S BELL SCHEDULE	
APPENDIX 7: OLPS	
APPENDIX 8: SAMPLE MATERIALS FROM A QUARTERLY DATA DAY	
APPENDIX 9: PHOTOS OF CLASSROOM GOAL TRACKERS	
APPENDIX 10: PARENT GUIDE WITH INSTRUCTIONS FOR OLP NOTIFICATION SIGNUP IN ENGLISH, SPANISH, AND VIETNAMESE	
APPENDIX 11: SAMPLE PARENT UPDATE MESSAGE	
APPENDIX 12: PICTURE OF COLLEGE BANNERS	
APPENDIX 13: SAMPLE REPORT CARD	
APPENDIX 14: PRE-REFERRAL HANDBOOK	
APPENDIX 15: ERMHS PROCEDURES.	
APPENDIX 16: SAMPLE PROFESSIONAL DEVELOPMENT SESSION	

APPENDIX 17: RUBRIC

APPENDIX 18: LCAP

APPENDIX 19: ARTICLES OF INCORPORATION

APPENDIX 20: BYLAWS

APPENDIX 21: BOARD MEMBERS' BIOS

APPENDIX 22: SLT MEMBERS' BIOS

APPENDIX 23: ROCKETSHIP EDUCATION EMPLOYEE HANDBOOK

APPENDIX 24: ROCKETSHIP EDUCATION SCHOOL SAFETY PLAN

APPENDIX 25: ROCKETSHIP PUBLIC SCHOOLS STUDENT/PARENT HANDBOOK

## CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a charter that sets forth a reasonably comprehensive description of the required elements of charter petitions (Education Code Section 47605.6).

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve student learning.
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Rocketship Academy Brilliant Minds is proud to have accomplished all of these intended results, as discussed herein.

## AFFIRMATIONS AND DECLARATION

Rocketship Academy Brilliant Minds (“**Rocketship Brilliant Minds**,” “**RBM**,” or the “**Charter School**”), operated by Rocketship Education d/b/a Rocketship Public Schools (“**RSED**” or “**Rocketship**”), authorized by the Santa Clara County Board of Education (“**SCCBOE**”), with oversight by the Santa Clara County Office of Education (“**SCCOE**”) (SCCBOE and SCCOE are hereinafter sometimes collectively referred to as the “**Authorizer**” or the “**County**”), and located within the boundaries of Santa Clara County, will follow any and all applicable federal, state, and local laws and regulations including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
2. The Charter School declares that RSED shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
3. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
4. The Charter School will not charge tuition. [Ref. Education Code §47605.6(e)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)].
6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“**IDEA**”), Section 504 of the Rehabilitation Act of 1973 (“**Section 504**”), and Title II of the Americans with Disabilities Act of 1990 (“**ADA**”).
8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]



9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)]
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School will keep current necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
12. The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D): to pupils in transitional kindergarten and kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.
13. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605.6(e)(3)]
14. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
15. The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]
16. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
17. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605.6(d)]
18. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. The Charter School will be located within the boundaries of Santa Clara County as required by the Education Code. [Ref. Education Code Sections 47605.6 and 47605.1]

19. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
21. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
22. The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
23. The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
24. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).
25. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
26. The Charter School shall comply with all portions of Education Code and Title 5 Regulations which are not otherwise waived under Education Code Section 47610.

---

**Maricela Guerrero, Executive Director, Rocketship Education - California**

---

**Date**







## INTRODUCTION

### CRITERIA FOR RENEWAL

#### **Introduction**

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“**Dashboard**”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. The CDE has determined that RBM is middle-performing, and thus eligible for a five-year charter renewal term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

### **Rationale for Renewal of RBM Charter Petition**

For middle-performing charter schools, Education Code Section 47607.2 mandates that the Authorizer consider the performance, schoolwide and for all student subgroups, of RBM on the state and local indicators on the Dashboard. The Authorizer shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) English Language Arts (“ELA”) and math assessments and the English Learner Progress indicator (“ELPI”).

Further, in addition to the state and local indicators on the Dashboard, the Authorizer shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

In support of approval of its charter renewal petition, below RBM submits data from the Dashboard, among other verified data sources. As the data presented below demonstrates RBM has met the criteria for renewal under the Education Code and as recognized by the CDE.

#### STUDENT PERFORMANCE DATA

As noted above, Education Code Section 47607.2(b) provides that a chartering authority’s decision to renew a school’s charter shall be based upon the school’s performance on the state and local indicators adopted under Education Code Section 52064.5 (both on a schoolwide basis and by Student Groups). Pursuant to Education Code Section 52064.5(f), the California Department of Education has created the California School Dashboard, which tracks school performance data on such state and local indicators.

---

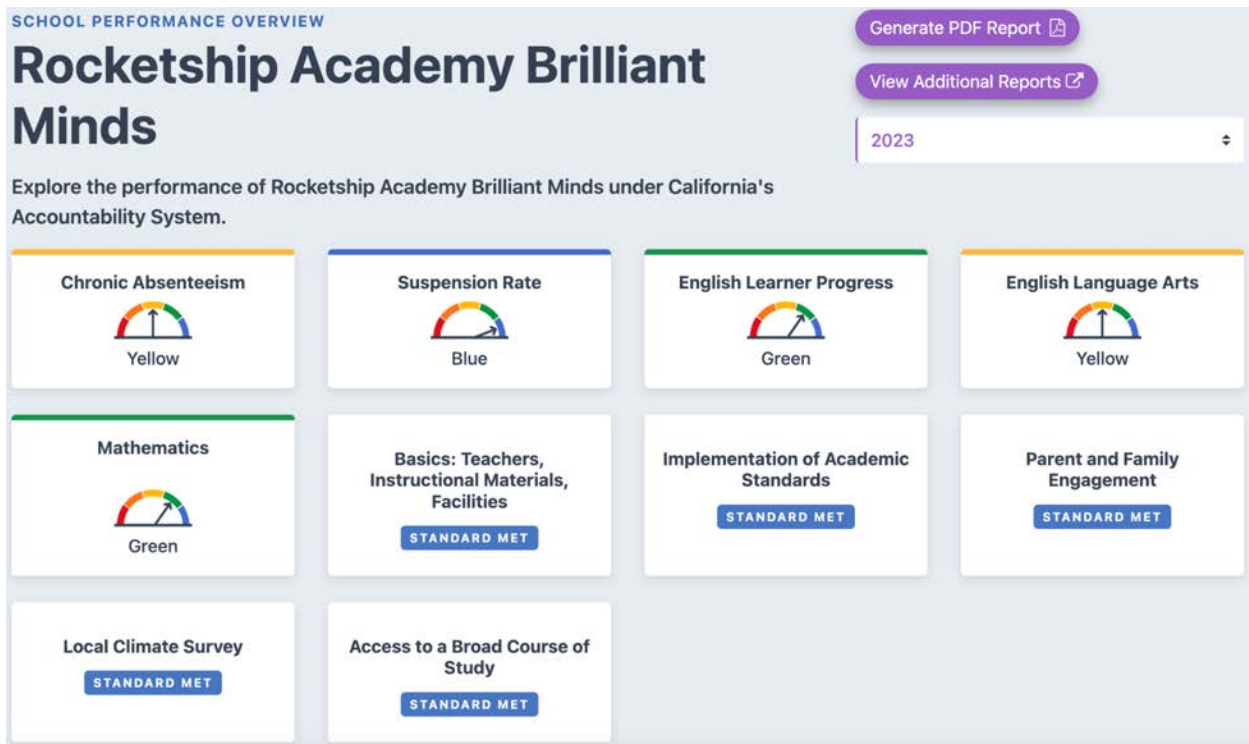
#### CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM

The most recent California School Dashboard Reports for Rocketship Brilliant Minds is attached to this petition as Appendix 1, and a snapshot of the overview for Rocketship Brilliant Minds’s California School Dashboard Report is provided below.

The Dashboard data from 2020 and 2021 were not reported by the CDE because of state testing cancellations in 2020 due to the COVID-related school closures and optional state testing in 2021. Since data reporting/collection had been paused during the pandemic, 2022 was a new baseline year. Although unable to calculate performance levels without a change component, the state did report the 2022 current status for each metric (ranging from “Very Low” to “Very High”). The state returned to reporting performance levels in 2023.

We further note that the AB 1505 renewal framework does not set any minimum threshold, or any other objective standard of measurement, for Dashboard data for the purposes of determining renewal of middle-performing charter schools. Rather, Education Code Section 47607.2(b) instructs authorizers to *consider* the Dashboard data. Authorizers are further instructed to give greater weight to measures of academic performance under Education Code Section 47606.2(b)(2), but the statute remains silent on precisely what level of performance a charter school must show.

Therefore, the remainder of this section highlights Rocketship Brilliant Minds’s Dashboard data from 2018 to 2023 for all students and student groups.



Per the California School Dashboard website, “Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year.”<sup>1</sup>



## STATE PERFORMANCE INDICATORS

Education Code Section 47607.2(b) requires authorizers to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. In 2023, the Charter School’s Math academic indicator performance level was Green, the second highest level, and its ELA academic indicator was Yellow. Rocketship Brilliant Minds earned Green on the English Learner Progress Indicator in 2023, the first year ELPI was reported with a performance level.

With respect to the non-academic indicators, the Charter School’s Chronic Absenteeism performance level earned Yellow in 2023 and Rocketship Brilliant Mind’s Suspension rate has been Blue, the highest

<sup>1</sup> <https://www.caschooldashboard.org/about/accountability>.



level, in two of the three years with performance levels.

Table 1 reports Rocketship Brilliant Mind’s historical performance levels during its charter term. The state suspended indicator performance level reporting in 2020 or 2021 due to the COVID-19 pandemic. When applicable, current statuses (“very high” to “very low”) are reported in the table for years when performance levels were not available.

Table 1 - Rocketship Rocketship Brilliant Mind’s Historical State Indicator Performance Levels

Indicator	2018	2019	2020	2021	2022	2023
Chronic Absenteeism	Orange	Orange	N/A	N/A	Very High	Yellow
Suspension Rate	Orange	Blue	N/A	N/A	Very Low	Blue
ELA	Orange	Orange	N/A	N/A	Low	Yellow
Mathematics	Yellow	Yellow	N/A	N/A	Low	Green
EL Progress	na	Low	N/A	N/A	Low	Green

Comparisons to State, Local Districts and Comparison Schools

We have included the following dashboard data to provide another analysis of Rocketship Brilliant Minds’s student achievement. The Alum Rock Union Elementary School District is the district in which the Charter School is located and in which a significant number of its students reside.

In 2023, Rocketship Brilliant Minds outperformed the state and local district on all three academic indicators and was equal to or outperformed state and local districts on both non-academic indicators. Furthermore, Rocketship Brilliant Minds earned the highest two performance levels on 3 out of 5 indicators.

Table 2 - 2023 State Indicator Performance Levels: State and Local Districts

Indicator	Rocketship Brilliant Minds	CA State	Alum Rock Union Elementary SD
Chronic Absenteeism	Yellow	Yellow	Red
Suspension Rate	Blue	Orange	Yellow
ELA	Yellow	Orange	Orange
Mathematics	Green	Orange	Orange
EL Progress	Green	Yellow	Orange

The student population of Rocketship Brilliant Minds may greatly differ from the state and local district due to student demographics and grades served. Table 3 below provides a more direct elementary school comparison between Rocketship Brilliant Minds and local elementary schools in the surrounding neighborhood. The table includes the 2023 dashboard results for three comparison schools (elementary

schools in close proximity to Rocketship Brilliant Minds, serving a similar demographic of students): Thomas P. Ryan Elementary, Lyndale Elementary, and Mt. Pleasant Elementary. The table also outlines the demographics of the Alum Rock Union Elementary School District.

Table 3 - 2022-2023 Demographics: Comparison Schools

Demographic	Rocketship Brilliant Minds	Thomas P. Ryan ES	Lyndale ES	Mt. Pleasant ES [Mount Pleasant SD]	Alum Rock Union Elementary SD (Non-Charter)
% Asian	<b>19%</b>	5%	7%	11%	12%
% Hispanic	<b>76%</b>	86%	82%	83%	79%
% Socioeconomically Disadvantaged	<b>85%</b>	86%	82%	69%	77%
% English Learners	<b>68%</b>	55%	55%	47%	43%
% Students with Disabilities	<b>10%</b>	18%	16%	17%	13%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Students groups that don't meet the requirement to be reported on the dashboard are not included in this table.

Rocketship Brilliant Minds outperformed all comparison schools on Chronic Absenteeism, ELA and Math Academic indicators in 2023. The Charter School also earned the same or higher performance levels as the comparison schools on the Suspension rate and ELPI indicators.

Table 4 - 2023 State Indicator Performance Levels: Comparison Schools

2023 Indicator	RBM	Thomas P. Ryan ES	Lyndale ES	Mt. Pleasant ES [Mount Pleasant SD]
Chronic Absentee Rate	Yellow	Red	Red	Red
Suspension Rate	Blue	Blue	Green	Blue
ELA	Yellow	Red	Red	Red
Math	Green	Yellow	Orange	Orange
ELPI	Green	Red	Yellow	Green

Chronic Absenteeism

The table below shows how all subgroups at Rocketship Brilliant Minds scored within one level of the schoolwide indicator or higher in the years in which the indicator has been included on the dashboard. Districts across the state and country have reported higher chronic absentee rates after the 2020 COVID-related school disruptions and Rocketship Brilliant Minds has experienced a similar trend.<sup>2</sup> While Rocketship Brilliant Minds’s chronic absentee rates remain above pre-2020 levels, the school decreased its rate by over 10 percent to earn Yellow on the 2023 dashboard. The Charter School is on-track to report another significant decrease in 2024.

Table 5 - Rocketship Brilliant Minds Chronic Absenteeism Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Orange	Orange	N/A	N/A	Very High	Yellow
Asian	Orange	Green			Very High	Orange
EL	Orange	Orange			Very High	Yellow
Hispanic	Orange	Orange			Very High	Yellow
SED	Orange	Orange			Very High	Yellow
SwD	Orange	Yellow			Very High	Orange

<sup>2</sup> Nat Malkus, “Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic” ,American Enterprise Institute, January 31, 2024, <https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/>

Suspension Rate

Rocketship Brilliant Minds has not suspended any students in the last two years and, subsequently, earned the highest performance level school-wide and across all subgroups in 2023. Rocketship Brilliant Minds maintained a 0% suspension rate in 2024.

*Table 6 - Rocketship Brilliant Minds Suspension Rate Indicator*

Subgroup	2018	2019	2020	2021	2022	2023
All	Orange	Blue	N/A	N/A	Very Low	Blue
Asian	Orange	Green			Very Low	Blue
EL	Orange	Blue			Very Low	Blue
Hispanic	Orange	Blue			Very Low	Blue
SED	Orange	Blue			Very Low	Blue
SwD	Orange	Blue			Very Low	Blue

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the state dashboard. Rocketship Brilliant Minds’s ELA Academic Indicator performance level was Orange pre-2020 and Yellow in 2023. All reported subgroups scored the same or higher level as the school-wide indicator in each year.

Rocketship Brilliant Minds’s ELA Academic Indicators are based on the performance of its 3rd-5th graders on CAASPP. The 3rd-5th grade 2023 cohorts were in K-2nd grade at the start of the pandemic and experienced school disruptions during a critical period in their early literacy skill development. The 2023 Yellow ELA performance level is due to an increase in the Charter School’s ELA Current Status and demonstrates Rocketship Brilliant Minds’s academic recovery success following the COVID-19 pandemic disruptions.

*Table 7 - Rocketship Brilliant Minds ELA Academic Indicator*

Subgroup	2018	2019	2020	2021	2022	2023
All	Orange	Orange	N/A	N/A	Low	Yellow

Asian	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )	High	Blue
EL	Yellow	Orange	Low	Yellow
Hispanic	Orange	Orange	Low	Yellow
SED	Orange	Orange	Low	Yellow
SwD	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )

MATHEMATICS

Rocketship Brilliant Minds’s Math Academic Indicator performance level was Yellow prior to 2020 and all reported subgroups earned within one performance level of the school-wide level. In keeping with statewide, district, and comparison schools, Rocketship Brilliant Minds’s Math performance was negatively impacted during the pandemic. In 2023 the 3rd-5th grade cohort were still recovering from the schooling disruptions during a formative period for Math skill development. Rocketship Brilliant Minds’s 2023 Math Academic Indicator performance level was Green due to improvements from the prior year and further demonstrates the Charter School’s progress toward academic recovery following the COVID-19 pandemic disruptions.

No reported subgroup scored more than one level below the school-wide indicator in any year.

Table 8 - Rocketship Brilliant Minds Mathematics Academic Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Yellow	Yellow	N/A	N/A	Low	Green
Asian	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )			Very High	Blue
EL	Yellow	Green			Low	Yellow

Hispanic	Yellow	Orange		Low	Yellow
SED	Yellow	Yellow		Low	Yellow
SwD	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )		Not Reported (Number of students<30 )	Not Reported (Number of students<30 )

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

The information presented below shows the “current status” as another demonstration of the school’s achievement on the academic dashboard indicators, which we present as another form of analysis for the authorizer to consider under Education Code Section 47606.2(b)(2). In contrast to the official performance indicator levels, which are contingent upon a valid Change metric based on two years of state testing data, a school’s Status can be calculated as the average distance from standard (“DFS”) -- the difference between a student’s scale score and the minimum threshold score grade level proficiency. The average DFS provides a direct comparison of absolute academic achievement between Rocketship Brilliant Minds and the comparison schools and local district.

*Table 9 - Rocketship Brilliant Minds Average ELA DFS (Current Status)*

School/District	2022	2022 Difference from Rocketship Brilliant Minds	2023	2023 Difference from Rocketship Brilliant Minds
Rocketship Brilliant Minds	-22.6	-	-12.8	-
Thomas P. Ryan	-74.1	-51.5	-79.7	-66.9
Lyndale	-57.7	-35.1	-75.3	-62.5
Mt. Pleasant	-59.6	-37.0	-76.4	-63.6
ARUSD	-56.2	-33.6	-64.2	-51.4
CA State	-12.2	+10.4	-13.6	-0.8

In the past two years, Rocketship Brilliant Minds’s ELA DFS outperformed all comparison schools and the local district. Rocketship Brilliant Minds’s ELA DFS was over 30 points higher than any of the comparison schools in 2022 and more than 50 points higher in 2023. Furthermore, the Charter School’s ELA DFS was a higher Current Status Designation (Low) than any of the comparison schools (Very Low for all

comparison schools) last year.

Table 10 - Rocketship Brilliant Minds Average Mathematics DFS (Current Status)

School/District	2022	2022 Difference from Rocketship Brilliant Minds	2023	2023 Difference from Rocketship Brilliant Minds
Rocketship Brilliant Minds	-32.3	-	-19.3	-
Thomas P. Ryan	-77.9	-45.6	-71.4	-52.1
Lyndale	-81.3	-49.0	-85.8	-66.5
Mt. Pleasant	-58.2	-25.9	-75.0	-55.7
ARUSD	-88.2	-55.9	-86.3	-67.0
CA State	-51.7	-19.4	-49.1	-29.8

Similar to ELA, Rocketship Brilliant Minds earned a higher DFS than the comparison schools and local district for the past two years. The Charter school Math DFS was over 25 points higher than any of the comparison schools in 2022 and more than 50 points higher in 2023. Furthermore, the Charter School’s Math DFS was a higher Current Status Designation (Medium) than any of the comparison schools (Low for all comparison schools) last year.

**ENGLISH LEARNER PROGRESS**

The English Learner Progress Indicator measures the percentage of English Learner (“EL”) students making sufficient progress on ELPAC. The ELPI based on ELPAC first appeared on the 2019 Dashboard and was reported as a school’s baseline year data. Due to COVID-related school closures, data was not reported for two years and 2022 reported a new baseline year. Performance level colors were not given due to the absence of a change metric, but the CDE decided to use the ELPI status level “as a proxy for color” for the 2019 charter school performance categories.<sup>3</sup> The ELPI performance level colors were reported for the first time in 2023. Rocketship Brilliant Minds was Green the one year a performance level was reported.

Table 11 - Rocketship Brilliant Minds English Language Progress Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	N/A	Low	N/A	N/A	Low	Green

**LOCAL INDICATORS**

<sup>3</sup> California Department of Education, “Determining Charter School Performance Category”, <<https://www.cde.ca.gov/ta/aC/cm/documents/determinecharterperf.pdf>>

Education Code Section 47607.2(b)(1) also requires the authorizer to consider performance on the local indicators. Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two or More Years.<sup>4</sup>

As shown in Table 12 below, Rocketship Brilliant Minds has met the standard in all categories of the five Local Indicators in all reported years.

Table 12 - Rocketship Brilliant Minds Local Indicators

Category	Local Indicator	2018	2019	2020	2021	2022	2023
Academic Performance	Implementation of Academic Standards	Standard Met	Standard Met	N/A	N/A	Standard Met	Standard Met
Conditions and Climates	Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met			Standard Met	Standard Met
	Parent and Family Engagement	Standard Met	Standard Met			Standard Met	Standard Met
	Local Climate Survey	Standard Met	Standard Met			Standard Met	Standard Met
Academic Engagement	Access to a Broad Course of Study	Standard Met	Standard Met			Standard Met	Standard Met

---

**MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT**

Education Code Section 47607.2(b)(3) requires that charter schools provide “clear and convincing evidence” of academic progress of at least one year’s growth for each year that the school has been in operation, as measured by verified data. In contrast to the Dashboard requirements of Education Code Section 47606.2(b)(1) and (2), this component of the renewal framework does include a threshold - one year. The remainder of this section provides a multitude of data from various verified assessment measures and for different student populations. The data clearly demonstrates that Rocketship Brilliant Minds’s students - as a whole, as broken down by Student Groups, and as cohorts of students who have been at the Charter School throughout its tenure - have largely made at least one year’s growth for each year of the school's charter term.

**ACADEMIC INDICATOR DFS**

If a student’s individual DFS is constant or increases from the prior year, the student achieved at least one year of grade-level growth. Similarly, if the DFS of a school or subgroup is constant or increasing, the entity has met a year of growth on average. Furthermore, a DFS increase of 15 points or more is

---

<sup>4</sup> See <https://www.caschooldashboard.org/about/faq>.



classified as “increased significantly” and a change within +/-3 points is classified as “maintained” for the ELA and Mathematics Academic Indicator change metrics.

Prior to 2020, the Charter School maintained its overall ELA DFS level in 2018 and experienced a decline in 2019. The Charter School maintained its overall Math DFS level in both 2018 and 2019. In 2023, Rocketship Brilliant Minds’s overall school and subgroup results demonstrated one year of growth in both subjects due to increases in the DFS.

Table 13 - Rocketship Brilliant Minds Average DFS and Change (2017-2023)

Subgroup	2017	2018	2018 Change	2019	2019 Change	2022	2023	2023 Change
<b>ELA</b>								
All	-26.8	-25.0	<b>+1.8</b>	-29.2	<b>-4.4</b>	-22.6	-12.8	<b>+9.8</b>
Asian	n<30	n<30	<b>na</b>	n<30	<b>na</b>	+35.8	+55.5	<b>+19.6</b>
EL	-33.9	-30.1	<b>+3.7</b>	-34.5	<b>-4.5</b>	-34.4	-15.9	<b>+18.6</b>
Hispanic	-40.5	-41.2	<b>-0.7</b>	-46.7	<b>-5.7</b>	-36.0	-28.7	<b>+7.3</b>
SED	-31.3	-30.4	<b>+0.9</b>	-42.5	<b>-12.3</b>	-34.1	-17.2	<b>+16.9</b>
<b>Mathematics</b>								
All	-12.6	-10.3	<b>+2.3</b>	-9.6	<b>+0.9</b>	-32.3	-19.3	<b>+12.9</b>
Asian	n<30	n<30	<b>na</b>	n<30	<b>na</b>	+37.5	+50.5	<b>+13.1</b>
EL	-14.8	-19.7	<b>-4.9</b>	-15.1	<b>+4.9</b>	-44.4	-27.2	<b>+17.2</b>
Hispanic	-26.2	-24.5	<b>+1.7</b>	-26.2	<b>-1.5</b>	-47.3	-37.3	<b>+10.0</b>
SED	-16.4	-14.2	<b>+2.2</b>	-20.9	<b>-6.5</b>	-44.5	-26.6	<b>+17.9</b>

Note: Change metrics are reported directly from state data files. The difference of the rounded DFS reported may slightly differ from the CDE’s calculated change using the precise values.

Because the specific students included in a school or subgroup’s DFS calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts. The table below shows 6 different cohorts with growth during the period of Rocketship Brilliant Minds’s charter (“continuously enrolled students”). The continuously enrolled students improved DFS between 3rd-4th grade and between 4th-5th grade in both subjects last year. Moreover, both 2023 cohorts averaged significant improvement in ELA.

Table 14 - Rocketship Brilliant Minds Growth of DFS (CAASPP) for Continuously Enrolled Students

School Years	3rd Grade	4th Grade	Change	4th Grade	5th Grade	Change
<b>ELA</b>						
2017 to 2018	-48.0	-40.3	<b>+7.7 improvement</b>	-13.6	1.8	<b>+15.4 improvement</b>
2018 to 2019	-24.2	-30.6	<b>-6.4 decline</b>	-67.9	-62.6	<b>+5.3 improvement</b>
2022 to 2023	-19.1	+10.1	<b>+29.2 improvement</b>	-26.2	+6.1	<b>+32.3 improvement</b>
<b>Mathematics</b>						

2017 to 2018	-13.2	-16.7	<b>-3.5 decline</b>	-8.4	-25.9	<b>-17.5 decline</b>
2018 to 2019	+7.1	-5.8	<b>-12.9 decline</b>	-39.7	-75.5	<b>-35.8 decline</b>
2022 to 2023	-18.7	-8.2	<b>+10.5 improvement</b>	-39.9	-26.0	<b>+13.9 improvement</b>

**NWEA MAP**

As described above, Education Code Section 47607.2(a)(3) requires charter schools to provide clear and convincing evidence of one year’s progress for each year in school, as demonstrated by “verified data.” Education Code Section 47607.2(c) further defines “verified data” as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” The SBE published an approved list of valid verified data sources which includes MAP Growth by NWEA, Grades K–12.<sup>5</sup> The Charter School has consistently administered the Northwest Evaluation Association (“**NWEA**”) Measures of Academic Progress (“**MAP**”), a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.<sup>6</sup>

The CDE’s recommended growth metric for NWEA is the Conditional Growth Index (“**CGI**”), a standardized normed growth measure. The CGI calculates the difference between a student’s observed growth and the expected growth based on their grade-level peers (aka their growth norm) and then divides by the growth standard deviation to produce a standardized measure that can be used to compare growth outcomes across student groups and grades.<sup>7</sup> According to the NWEA guide to using CGI for AB 1505 renewal standards, a CGI range between -0.2 and +0.2 can be used as an approximation of one year’s growth.<sup>8</sup>

Rocketship Brilliant Minds’s students have achieved at least one year of growth as demonstrated by the school’s NWEA MAP average CGI. Table 15 below shows Rocketship Brilliant Minds’s average school-wide CGI was either within the one year’s growth range or above it. Blue cells indicate accelerated growth above 0.2, green cells indicate one-year growth and orange cells indicate growth that was less than one year. For most of the charter term, Rocketship Brilliant Minds achieved accelerated growth in Mathematics with CGI averages above 0.2. For the past three years, Rocketship Brilliant Minds also achieved accelerated growth in Reading. Furthermore, the Charter School’s major subgroups also largely made at least one year’s progress as measured by the NWEA MAP assessment.

*Table 15 - Average NWEA Conditional Growth Index at Rocketship Brilliant Minds (2018-2024)*

<b>Student Group</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20*</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
----------------------	----------------	----------------	-----------------	----------------	----------------	----------------

<sup>5</sup> <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

<sup>6</sup> <https://www.nwea.org/state-solutions/california/>

<sup>7</sup> [https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en\\_US](https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US)

<sup>8</sup> <https://calauthorizers.org/wp-content/uploads/2023/10/NWEA-Using-MAP-Growth-Data-for-AB1505-Guidance-Documents-MAY23.pdf>

Mathematics						
All students	0.32	0.39	0.04	0.66	0.40	0.40
EL	0.38	0.41	0.09	0.54	0.45	0.50
Hispanic	0.30	0.28	0.01	0.60	0.34	0.42
Asian	0.58	0.97	0.19	1.04	0.55	0.37
FRPM	0.36	0.35	0.01	0.61	0.35	0.43
SwD	-0.01	0.48	0.39	0.35	0.17	0.33
Reading						
All students	0.02	0.00	-0.04	0.59	0.32	0.21
EL	0.08	0.01	-0.08	0.47	0.38	0.29
Hispanic	-0.01	-0.09	-0.05	0.57	0.30	0.20
Asian	0.21	0.46	0.04	0.77	0.44	0.30
FRPM	0.00	-0.03	-0.03	0.56	0.31	0.16
SwD	-0.35	-0.16	0.55	0.12	0.12	0.08
* Growth reported is Fall-to-Winter because spring assessment unable to be administered due to COVID school closures Growth based on 2020 NWEA Norms						

**Conclusion**

RBM is proud to have earned “middle-performing” status. In accordance with the applicable legal standard, the Charter School is entitled to default approval of this charter renewal petition, for a five-year renewal term.

**RBM AS PART OF THE ROCKETSHIP EDUCATION NETWORK**

Rocketship’s story began back in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that of the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the students in his church. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith—two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. John Danner, a former software engineer, was interested in the ways technology could help personalize education. Preston Smith was a young principal at a promising elementary school in San Jose who recognized the impact empowered teachers and engaged parents can have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and our students quickly showed strong results in academic achievement. In fact, Rocketship Mateo Sheedy became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. As more families joined the waiting list, we realized the need for even more high quality schools in the San Jose community. The founders decided to expand its nonprofit benefit corporation, Rocketship Education, to serve other schools in the neediest neighborhoods.

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. As described above, Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By capturing best practices, Rocketship Education allows each of its schools to avoid many of the startup hurdles faced by most charters and quickly produce strong academic results and a solid school culture by focusing on the key levers that drive student achievement.

As of the 2023-24 school year, Rocketship operates thirteen schools in California. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade. We also have a campus in Redwood City, which opened in the 2015-16 school year. Rocketship also operates two schools in the East Bay.

RBM is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education, a non-profit public benefit corporation with 501(c)(3) status. As further described in Element D below, Rocketship Education is governed by a Board of Directors comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action.

In addition to benefiting from a deeply experienced Board of Directors, RBM receives support from our centralized network staff. As we have expanded our network and impact over the past decade, we have focused on building organizational capacity to support a robust network of high-quality schools in historically disadvantaged communities. We have worked to develop and consistently apply strong functional expertise in each of the areas that comprise the complexity of school management (i.e. academic and social-emotional instruction, talent, community relations, finance, strategy, operations, legal, technology, human resources). Our centralized management structure is further described in Element D below.

## ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”*

- Education Code Section 47605.6(b)(5)(A)(i)-(ii)

## MISSION, VISION, AND MODEL

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

### Our Vision

Equal access to opportunity for all.

### Our Mission

To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

### Our Pillars

The Rocketship model is built on three foundational pillars of excellence:

**Personalized Learning** - Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.

**Talent Development** - Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.

**Parent Power** - Unleashing the power of parents to champion their children’s education, hold leaders accountable, and enable high-quality public schools to thrive.

### Rocketship Model

Unlike traditional elementary schools, students at Rocketship rotate between four content blocks every day: Humanities, STEM, Learning Lab and Enrichment. This model allows us to improve student outcomes by developing teachers who specialize in either STEM or Humanities. Content specialization

also means our teachers collaborate together to develop classroom management strategies, create lesson plans, and engage parents.

Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. Independent learning, small group tutoring, and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that map precisely where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are purposeful in our use of technology, targeted in our tutoring, and optimizing our teachers’ talent and instructional time.

We educate the whole child at Rocketship. We pride ourselves on creating schools that promote our core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with social emotional learning and positive behavior interventions and supports. All our schools offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, nutrition, gardening, music, dance, and more. Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student’s academic life and our school community. Our parents name our schools, help design the enrichment offering, and select the school’s unique fifth core value. Then, every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher’s classroom, to teacher in a parent’s house we are able to develop much deeper ties with our parents that carries through the school year and beyond. Additionally, Rocketship Brilliant Minds is a proud participant in the statewide California Community Schools Partnership Program (“CCSPP”), having been awarded a multi-year grant which supports the amazing work of our Care Corps Coordinator (providing services and referrals for at risk families) and our Wellness Counselors (providing mental health supports and social-emotional interventions for our rocketeers with Tier 3 social and behavioral needs).

We staff every Rocketship campus with a principal, assistant principals, a business operations manager, and an office manager. Together, they lead a team of teachers, tutors, enrichment coordinators, and support staff who collectively deliver gap-closing, personalized instruction to students from pre-K to grade 5. Principals and assistant principals provide instructional leadership and professional development by regularly observing classrooms, providing continuous feedback, co-planning units of study and lesson plans, and leading data analysis cycles. Office managers lead our family engagement and student information systems. And our business operations manager (“BOM”) helps ensure the school has a consistent culture across all spaces, manages school logistics and compliance, keeps our students safe, and ultimately enables instructional staff to focus on teaching and learning.

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged communities across our country. As demonstrated in the Stanford CREDO study of over 3 million public school students, Rocketship Public Schools was highlighted as a “gap busting” public charter school network that is providing empirical proof that high-quality public education is possible anywhere (see Appendix 2 for the full Stanford CREDO National Charter School Study). In short, we still have a long way

to go to realize our vision of equal access to opportunity for all, but the progress we are making for the students and families we serve is transformational.

**SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO SERVE**

As described above, Rocketship’s program is designed to serve students who are or may be at risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. RBM will continue outreach efforts to students from predominantly socio-economically disadvantaged neighborhoods where access to high-quality, high-performing schools is limited. As Table 16 below shows, the vast majority of RBM students that we serve are socioeconomically disadvantaged (“SED”). The majority of our students at RBM are also Hispanic/Latino. We also serve a significant percentage of English learners and students in special education.

Table 16 below shows the demographic breakdowns at RBM at the time of submission of this petition for charter renewal.

*Table 16 - Demographic Percentages at RBM*

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2012-13	85.6	72.8	83.3	2.8	12.2	0.6	4.4
2013-14	87.6	65.4	82.5	1.4	13.8	0.7	5.1
2014-15	89.8	61.2	83.3	1.4	12.7	0.6	5.4
2015-16	84.6	56.5	80.7	0.9	15.5	0.5	8.6
2016-17	84.2	56	76.8	2.0	13.6	1.0	8.1
2017-18	78.9	58.2	82.1	0.9	13.2	0.2	7.9
2018-19	76.8	42	78.7	0.9	15	0.9	9.2
2019-20	80.3	55.6	79.1	1.3	12	0.6	9.3
2020-21	82.5	56.5	77.6	1.3	15.5	0.5	9.7
2021-22	76.7	57.8	77.9	1.3	16.8	1.3	8.8
2022-23	76.6	56.9	75.6	1.0	19.6	1.6	11.1
2023-24	76.1	53.7	74.9	0.2	21	1.4	12.3

**ENROLLMENT**

RBM enrolls approximately 480 students. Table 17 below shows the enrollment numbers at RBM over the past five school years.

We expect this to remain steady over the next five years, as further shown in our Budget Narrative, attached as Appendix 3 and incorporated into this petition. To absorb expected attrition, the Charter School will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily



driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. Currently, Rocketship uses PowerSchool for student attendance accounting and reporting.

*Table 17 - Enrollment Numbers at RBM*

School Year	TK	K	1	2	3	4	5	Total
2012-13	0	94	44	42	0	0	0	180
2013-14	82	98	116	66	66	0	0	428
2014-15	50	109	110	111	62	60	0	502
2015-16	49	111	114	109	112	60	29	584
2016-17	39	112	110	109	106	104	27	607
2017-18	26	90	102	97	100	96	58	569
2018-19	32	114	104	94	99	92	51	586
2019-20	26	102	118	110	105	107	67	635
2020-21	23	90	101	114	105	103	70	606
2021-22	27	85	81	84	99	92	56	524
2022-23	29	75	93	87	73	93	54	504
2023-24	38	76	82	82	80	74	54	486

RBM currently serves students in grades TK-5.

## OUR EDUCATIONAL PHILOSOPHY

### WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

We believe that an educated person in the 21<sup>st</sup> century possesses a depth and breadth of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner.

The academic skills that we strive for our students to develop are rooted in critical thinking, problem-solving, and meta-cognition. To meaningfully contribute to and participate in this increasingly global society, we believe that students must not only possess an extensive knowledge base, but also skills on how to analyze and access more information. Students must be prepared to apply things they have learned to solve novel problems, think critically and creatively, and communicate precisely and effectively across many different mediums. Students must be prepared to work with and adapt to rapidly-changing technological resources. Students should also have the ability and disposition to explore the thinking and learning process and to explain their rationales to others.

The critical life skills that we strive for our students to develop are rooted in a sense of self, relationship and social skills, and commitment to learning. We believe that students must be able to work cooperatively and collaboratively with diverse backgrounds, perspectives, and cultures. They will need strong and resilient social and emotional skills to be prepared to formulate healthy relationships at

school, at home, and in the workplace. Through it all, students must remain focused and motivated as they learn and grow both inside and outside the classroom. Students should be motivated to pursue goals and take responsibility for academic, social, and emotional self-development.

Rocketship’s program focuses on academic and critical life skills designed to help students flourish in multiple aspects of their lives during their time at Rocketship and beyond.

---

## HOW LEARNING BEST OCCURS

Our instructional model is based on our beliefs that learning best occurs in the following ways:

- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.
- Through differentiation and integrated and focused supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

The sections below in Element A further describe how we execute each of our beliefs.

## CURRICULUM AND INSTRUCTION

---

### STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California’s adoption of the Common Core State Standards (“**CCSS**”) for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards (“**NGSS**”); and state standards for other content areas including Social Studies and Visual and Performing Arts.<sup>9</sup>

We understand and appreciate the rigor of the CCSS. Additionally, the CCSS-aligned Smarter Balanced assessment system tests a wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas. Our classroom instructional practices similarly teach students to not only build skills, but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21<sup>st</sup> century must possess.

Our teachers develop and align their classroom practices to the rigor of the CCSS and Smarter Balanced. Rocketship’s centralized network Program Team, in partnership with the California Regional Achievement Team, is tasked with designing an intellectual preparation process to best set teachers and students up

---

<sup>9</sup> Pursuant to Education Code Section 47605.6(d).

for short and long-term success. The Program Team partners with regional leaders, school principals and assistant principals, and teachers, to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Program Team to explore content covered in various units, thinking about questions like, “*What are the key understandings and skills needed for the relevant standards?*” and “*What should students be able to do/produce if they have mastered the standard?*”

The Program Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach. The Program Team, along with the Analytics Team and California Regional Team, also design and analyze standards-based assessments throughout the year to help further differentiate instructional materials and supports, and track student progress. Through it all, we constantly share our learnings with teachers and leaders to develop processes for receiving feedback from the “ground level.” We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

The below sections provide further details on our curriculum and instruction.<sup>10</sup>

---

## ELA/LITERACY

### CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CA CCSS for English/Language Arts and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations.

**Reading Strand.** In accordance with the CCSS for ELA/Literacy, our reading instruction for both literature and informational text focuses on the anchor and grade-specific standards in the following areas: (1) key ideas and details (i.e. determining central ideas and themes, making logical inferences from text, analyzing how ideas and characters develop); (2) craft and structure (i.e. analyzing meaning, structure, and point of view of a text); (3) integration of knowledge and ideas (i.e. evaluating content, comparing information from multiple sources); and (4) range of reading and level of text complexity (i.e. reading and comprehending complex literary and informational texts). We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition, and fluency. Our instructional strategies for teaching reading are further described in the following section.

**Writing Strand.** Our writing instruction focuses on the anchor and grade-specific standards in the areas of (1) text types and purposes (i.e. learning to write narratives, informative/explanatory texts, arguments, and a variety of other subgenres); (2) production and distribution of writing (i.e. producing and sharing clear, coherent and organized writing through a well-planned writing process); (3) research to build and present knowledge (i.e. assessing the credibility of sources, analyzing research, and

---

<sup>10</sup> These sections describe our instruction as it is currently being implemented in accordance with the CCSS. We constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best equipped for mastery. In accordance with CA Education Code 47607, we will notify our Authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

integrating findings to support writing); and (4) range of writing (i.e. writing over short and long time frames for a variety of purposes and audiences).

**Speaking and Listening Strand.** Our speaking and listening instruction, which we integrate not only into our ELA/Literacy lessons but also throughout the entire school day, focuses on the anchor and grade-specific standards in the areas of (1) comprehension and collaboration (i.e. preparing for and participating in a wide range of conversations with diverse partners, integrating and evaluating integration presented in a variety of formats, and evaluating other speakers' reasoning and rhetoric); and (2) presentation of knowledge and ideas (i.e. presenting findings with supporting evidence, making strategic use of media and data displays to express ideas, adapting speech to a variety of tasks).

**Language Strand.** Our language instruction focuses on the anchor and grade-specific standards in the areas of (1) conventions of standard English (i.e. grammar, usage, capitalization, punctuation); (2) knowledge of language (i.e. understanding how language functions in different contexts); and (3) vocabulary acquisition and usage (i.e. using context clues to determine the meaning of unknown words, understanding figurative language and word relationships, acquiring and using a range of academic language).

Additionally, in alignment with the CCSS, we are committed to: (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). Overall, through both our whole group and small group instruction, students receive consistent exposure to both narrative *and* nonfiction text, with opportunities to synthesize their thinking verbally and in writing.

#### COMPONENTS OF OUR LITERACY INSTRUCTION

Our reading and writing instruction includes four different components to teach the standards and strands described above: (1) explicit teaching of the building blocks of literacy; (2) explicit teaching of reading comprehension skills; (3) application of the building blocks and reading comprehension skills; and (4) explicit teaching of writing skills and process.

**(1) Explicit teaching of the building blocks of literacy.** Our instructors teach phonics (sound-spelling relationships), phonemic awareness (distinguishing individual sounds within words), and language arts (word and structural analysis); and fluency.

- **Phonics:** Students will learn to relate sounds to spellings to decode words. Our instruction will include concepts like long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.
- **Phonemic awareness:** Students will learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the "odd" sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- **Language Arts:** Our instruction will zoom in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffixes, root words), compound words, homophones, and syllabication.

- **Fluency:** Our instruction will focus on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers will build students' fluency through modeling good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers will expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

**(2) Explicit teaching of reading comprehension skills.** Reading comprehension instruction occurs at all grade levels. Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Teachers will read with the students, making pre-designated stops to highlight the skill and ask students to also interact with the text themselves, either in small groups or individually, and practice the skill.

Reading comprehension instruction may also take the form of a read aloud, which is emphasized more heavily in the younger grades, where teachers will use an anchor text to model a particular reading skill/strategy. The teacher will define the skill, explain why good readers use the skill, and model how to apply the skill. The teacher may also provide either a preview of the text or a summary from the previous day's reading, including review of specific vocabulary words. The teacher will then read the text, modeling fluency, and take pre-planned pauses to do a "think aloud" to describe the comprehension strategies she is using, any comprehension problems that she is encountering as well as ways to address them, and continue to build enthusiasm and engagement about the text. Teachers will also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.

**(3) The application of literacy and reading comprehension skills.** This element of our reading instruction occurs primarily through small group reading instruction which is the cornerstone of the literacy and comprehension skills that we teach. Our guided reading primarily occurs in small, homogeneous groups, and instruction is focused on what each individual student needs at the moment to advance in reading ability.

We use assessments as the starting point for our guided reading instruction. Our assessments, particularly the Dynamic Indicators of Basic Early Literacy Skills ("DIBELS") assessment system, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use this data to gauge students' approximate "reading levels," assess reading growth over time, and plan guided reading instruction. Teachers' plans will include selecting a text that will give multiple opportunities for students to practice a skill or strategy, designing a pre-reading activity to focus students, observing and coaching students during reading, and leading a comprehension conversation to practice and assess students' comprehension.

Our students may also practice reading comprehension through independent reading. Our teachers are trained to organize leveled libraries, which will include multiple text formats and reading levels, various genres, a range of content areas, and appeal to students' interests. Our teachers will also set independent reading expectations with their students and develop ways to hold them intellectually accountable.

**(4) The explicit teaching and application of writing skills and the writing process.** Our writing instruction includes both teacher-driven and student-driven components.

As further described below in our Special Populations section, we also incorporate the English Language Development (“ELD”) standards into our ELA/Literacy block through both integrated and designated instruction.

### INSTRUCTIONAL PLANNING AND PREPARATION

As described above, our teachers and school leaders are provided with a plethora of resources to effectively and efficiently plan and prepare their ELA/Literacy instruction. These include:

- Ongoing unit assessments to be administered every three to four weeks, depending on the grade level and unit
- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year
- Unit plans
- Sample daily lesson plans
- Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

For samples of Rocketship’s preparation materials, including scope and sequence maps, please see Appendix 4.

---

## MATHEMATICS

### CCSS-ALIGNED INSTRUCTION

Our mathematics instruction is centered on the CA CCSS for Mathematics (“CA CCSSM”). Lessons incorporate the CA CCSSM’s eight Mathematical Practice Standards, which are designed to develop students’ broader mathematical understanding across all grade levels, as well as the CA CCSSM’s Content Standards, which are a progression of grade-level specific mathematical topics.

***Practice Standards.*** We believe that all students should develop the varieties of expertise that are reflected in the practice standards, as these standards are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The eight practice standards, as well as a brief summary of what proficiency looks like for each of them under the CA CCSSM, are described below.

- Make sense of problems and persevere in solving them: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.
- Reason abstractly and quantitatively: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- Construct viable arguments and critique the reasoning of others: Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible arguments about data, distinguish logical vs. flawed reasoning, justify and communicate their conclusions
- Model with mathematics: Proficient students will apply the mathematics they know to solve problems arising in everyday life (even if this is as simple as writing an addition or subtraction equation to describe a situation). Proficient students will also be able to identify important

quantities in practical situations and map relationships using tools such as diagrams, two-way tables, graphs, flowcharts, and formulas.

- Use appropriate tools strategically: Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- Attend to precision: Proficient students will use clear definitions, articulate the meaning of chosen symbols, carefully specify appropriate units of measure, calculate accurately and efficiently, and provide explanations of their reasoning.
- Look for and make use of structure: Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- Look for and express regularity in repeated reasoning: Proficient students will look for repeated calculations and shortcuts, notice regularity, and maintain oversight of calculations they are working to solve.

**Content Standards.** While the practice standards describe the ways in which mathematics learners should be engaging with subject matter, the content standards include the actual grade-specific subject matter. They are designed to work in conjunction with the practice standards. The CA CCSSM Content Standards identify several “critical areas” of focus for each grade level, on which we center our mathematics instruction.

- Kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- Grade 1: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- Grade 2: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- Grade 3: (1) developing an understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- Grade 4: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- Grade 5: (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

#### COMPONENTS OF OUR MATHEMATICS INSTRUCTION

To best meet the demands of the CCSS, our math instruction will include all of the following elements at all grade levels:

- Instruction and learning activities focused on math concepts and application of understandings
- Explicit instruction on math vocabulary and language
- Spiral review on concepts already covered, with a specific focus on application of understandings across a diverse range of concepts
- Protected intervention and corrective instruction time during the STEM block
- Well-designed routines closely matched to grade-level content and the development of number sense and math strategies (calendar math, oral fluency, e.g.)

In order to accomplish all of these each day, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention.

**Core Grade-Level Instruction.** To address the mathematical standards at each grade level, we utilize Eureka Math as our core curriculum. The Eureka block is the portion of the math instructional block where new skills are taught. While the breakdown of each component varies slightly by grade level and lesson, a typical Eureka block consists of the following components:

- **Fluency:** Activities are strategically designed to both provide necessary practice on critical fluencies for the grade level and to prime students for the day's objective.
- **Application Problem:** This component focuses on developing students' ability to comprehend story problems through the read-draw-write framework.
- **Concept Development & Problem Set:** The new objective for the day is introduced, building towards independent practice.
- **Student Debrief:** Students engage in discussion of the day's objective to solidify their understanding.

The math lesson begins with fluency activities. These activities are meant to provide necessary practice with fluency skills, including counting, fact fluency, and automaticity with current-module skills. A typical Eureka lesson contains more fluency activities than can reasonably be completed in the allotted time in the block. Teachers strategically select activities that align to their students' areas of need while incorporating a variety of different activities over the course of a week or topic.

A typical math lesson then includes an application problem before transitioning to the concept development portion of the lesson. The application problem serves a number of different purposes in the lesson.

- It provides consistent exposure to and practice with understanding word problems and gives an opportunity to teach and practice the Read-Draw-Write comprehension strategy.
- It serves as either a review of previously taught content or as an entry point to the day's lesson.
- It is important to note that to achieve the purpose of the application problem, it does not need to be fully completed and debriefed every day. For example, if students need additional support in drawing a model to support their comprehension of a story problem, the teacher could choose to focus just on that aspect of the problem-solving process and continue supporting the student in subsequent lessons.

Concept development is the component of the math lesson where new content is taught. Rather than following a more traditional I do - we do - you do structure, concept development is meant to be a shared experience where students are actively engaged in the understanding of a new concept through discourse and guided problem-solving.



While concept development is meant to be a teacher-led, guided experience, the problem set provides an opportunity for students to engage in practice independent of the teacher. This does not mean that students cannot receive help on the problem set – group work can be utilized during this time, and the teacher should be coaching individual students and addressing whole-class misconceptions as needed. However, providing students with the opportunity to engage in productive struggle during this portion of the block is critical to their learning process.

The student debrief follows the independent problem set and provides an opportunity for students to discuss and synthesize their learning before concluding the day’s lesson. A strong student debrief should focus on a common misconception from the lesson (guided by the debrief questions provided in the lesson plan), allow opportunities for all students to engage with each other in discourse, and end with a transferable stamp of the key takeaway. The student debrief is followed by the exit ticket.

***Spiral review.*** Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment of contexts and challenges. This block also keeps skills fresh in the minds of students and allows teachers opportunities to shore up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK & K) and math board (Grades 1-5).

- **Math meeting:** Math Meeting is a daily routine in the TK & K classroom, where students practice routinized skills (e.g. counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise, while students become more independent as they become more familiar with the routine. Kindergarten students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 1.
- **Math board:** Math Board is a review worksheet with 4-6 problems aligned to previous objectives and skills. Students spend the first half of their spiral review time completing these math board problems independently. Teachers then use the remaining spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

**Intervention and Corrective Instruction.** While strong tier 1 instruction on grade-level content is foundational to a student’s success in a Rocketship math classroom, we know that some students will need additional instructional support to show mastery. This support needs to address both unfinished foundational learning and misconceptions about current grade-level content. As a result, our vision for remediation is two-pronged and seeks to balance **proactive** intervention (addressing foundational learning) and **responsive** reteaching (addressing current grade-level content).

Responsive instruction, just like any portion of the math block, is at its best when it is data-informed. Effective responsive instruction relies on a variety of assessment data:

- Exit tickets, topic quizzes, and module assessments to provide data on mastery of grade-level content
- Diagnostic assessments and universal screeners to place students along a continuum of foundational knowledge that allow access to grade-level content.

Our approach to addressing unfinished foundational learning relies heavily on the approach laid out in Accelerate, Don’t Remediate, a TNTP report from 2021 (Appendix 5). We believe that by addressing

unfinished learning right as it becomes necessary to access grade-level content, we can both close gaps and help students find success with the rigorous work expected of them at their grade level. We utilize the Bridges intervention curriculum to support students across all tiers of support.

Bridges offers targeted supplemental instruction that aligns with core mathematical curricula, providing essential support to students whose instructional needs are not met through the Eureka curriculum alone. Bridges' detailed lesson plans align with the CPA (concrete-pictorial-abstract) continuum utilized in Eureka and focus on building conceptual understanding.

Even the most skilled teachers will not reach 100% mastery with every objective they teach. Responsive reteaching seeks to address precise misconceptions so that students can increase their proficiency with concepts in their journey towards grade-level mastery. Effective responsive reteaching is data-informed and follows analysis of an assessment, such as a topic quiz or module assessment, to both identify students who require additional support and specific misconceptions that need to be addressed. It is most often taught in a small-group setting but can be taught whole-group as indicated by data.

Responsive reteaching is not simply reteaching a lesson in the same way it was initially presented – to effectively reteach or remediate a misconception, content must be taught in a different way. The most common lesson model for responsive reteaching is a teacher model followed by a gradual release towards independent practice. All responsive reteach lessons should end with some sort of formative assessment to help teachers determine if student mastery increased as a result of their instruction.

#### INSTRUCTIONAL PLANNING AND PREPARATION

The need for solid planning and intellectual preparation is especially important to ensure that teachers leverage the interconnectedness of the CCSSM Practice and Content Standards. As described in Section A above, our teachers and School Leaders are provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

- **Scope and Sequence Map:** This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- **Intellectual Preparation Resources:** All school leaders and teachers are provided with guidance on strong intellectual preparation, including lesson planning checklists, exemplar intellectual prep, and module launch meeting agendas.
- **Curriculum-Specific Resources:** All teachers have access to Eureka Math's vast suite of resources to support understanding of content at a lesson and module level.

For samples of our preparation materials, please see Appendix 4.

---

#### SCIENCE AND SOCIAL STUDIES INSTRUCTION

##### INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the STEM classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy and social studies. The STEM classroom is where we teach mathematics and science. The Learning Lab,

further described below, is where students receive targeted interventions, a variety of enrichments, and engage with hands on centers and online learning programs.

“Content instruction” describes the subject matter that students are learning about. Our primary goals for content instruction are to provide students with exposure to a wide breadth of science and social studies topics, build skills and competencies around learning investigations, foster curiosity in various types of content, and provide opportunities for students to continually practice and utilize knowledge.

Because the CCSS calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction, our instructional framework is rooted in integration, with science and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

***Skills and competencies.*** We teach science and social studies skills that can be applied to various subject matter at any time (i.e. recording observations, reading maps, using timelines). We generally try to frontload skills and competencies related to our content instruction at the beginning of the school year so that students have the opportunity to apply them in an increasingly sophisticated manner.

***General content exposure.*** As described above, we aim to expose our students to a wide variety of science and social studies content to bolster curiosity and broaden their horizons in an authentic way. This is often done through reading nonfiction text, which (as described in Section A above) is a key emphasis of the CCSS.

***Explicit vocabulary instruction.*** Consistent with the goals of the CA English Language Development standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson.

***Projects and investigations.*** We provide students with opportunities to conduct research, do projects, and make observations while learning new content and applying learned skills. This can occur during either the Literacy or Mathematics block, as well as through hands-on projects such as Lego Robotics in the Learning Lab.

Our content instruction model requires a high degree of communication and collaboration among classroom teachers and instructional staff, for which our rotational model and professional development structure (further described below) are well suited. We strive to ensure that classrooms are aligned on the various skills and content being taught in science, social studies, and beyond. We also routinely analyze performance data across all content areas to plan and evaluate our instruction and ensure that instruction progresses fluidly through grade levels.

## SOCIAL STUDIES INSTRUCTION

Our Social Studies instruction is designed to provide students with an understanding of historical, cultural, and societal concepts that align with the National Council for Social Studies (NCSS) standards. The units emphasize the development of civic competence through the study of social studies strands such as history, geography, and economics.

Additionally, our Social Studies materials are designed to build upon students' knowledge progressively over time. Here is a snapshot of the key topics that are covered across the grades and how they evolve over time:

- In **Kindergarten**, students are introduced basic concepts of family and community life, setting the foundation for understanding more complex societal structures.
- In **First Grade**, students expand their idea of community by examining everyday life in different historical and cultural contexts.
- In **Second Grade**, students explore communities of early America in order to better understand the importance of civic engagement and personal responsibility.
- In **Third Grade**, students focus on significant historical changes and continuities in America by exploring Colonial times.
- In **Fourth Grade**, students broaden their understanding of history, geography, and economics by exploring topics such as the Founding Documents and Westward Expansion.
- In **Fifth Grade**, students deepen their historical knowledge by focusing on a pivotal event, Juneteenth, that highlights the complexities of freedom, citizenship, and civil rights.

Overall, our Social Studies instruction is aligned with the NCSS standards, ensuring that students develop a robust understanding of history, culture, civics, and geography. By building on their knowledge over time, students are able to better understand their community, country, and world – which is essential in preparing them to be informed and engaged citizens.

## SCIENCE INSTRUCTION

**NGSS-Aligned Instruction.** At Rocketship, we are continuing to monitor and participate in the CDE's NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

We have participated in meetings, trainings, and workshops and developed teaching and coaching tools for NGSS-aligned instruction. We use resources that are available on the CA NGSS Digital Center, research best practices, and use high-quality sample CA NGSS-aligned assessment resources.

**Components of Rocketship Science Instruction.** Science instruction is an integral component of our model both in and out of the STEM block. We build an NGSS-aligned science unit into the STEM scope and sequence, along with including weekly science instruction in students' enrichment rotation. We also administer NGSS-aligned benchmark assessments twice a year for grades 3-5.

Our science instruction is dually focused on building content knowledge and schema, as well as using strategies to support language acquisition. We provide opportunities for hands-on experiments, supported by the standards-aligned STEMscopes curriculum. Our units encompass the three Disciplinary Core Ideas of the NGSS:

- Physical Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of motion and stability, waves and their application in technologies, and matter and its interactions.
- Life Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of molecules and organisms, heredity (inheritance of traits), ecosystems, and biological evolution.

- Earth Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of earth's systems, earth's place in the universe, and the effects of global activity on the earth.

As described above, science instruction is also integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

Specifically, the science unit taught by STEM teachers covers grade level content in a similar structure to enrichment, however two key differences allow instruction in the STEM science unit to go into greater depth because:

- **Increased in minutes in each block:** while science in enrichment will typically have a maximum of 45 minutes, the STEM block will have a minimum of 60 minutes.
- **Increased frequency of lessons:** since the science unit and lessons will be taught *in place of daily math lessons*, there will be new learning and exploration daily as opposed to 1-2x a week in enrichment.

---

## ARTS AND ENRICHMENT

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers.

We have a strong focus on wellness, and as such we will aim to align our Enrichment Program to incorporate physical activity. We will administer the Physical Fitness Test (“PFT”) to our 5<sup>th</sup> grade students.

Each Rocketship school has at least two enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RBM offers enrichment courses including athletics, arts and hands-on science. Students rotate through these courses throughout the school year to ensure that students can delve into the units in a robust and meaningful way and get to know the instructors better. (For Rocketship Brilliant Minds’s bell schedule, please see Appendix 6.)

Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual arts. As with all members of our instructional staff, our enrichment instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

---

## SOCIAL-EMOTIONAL LEARNING

We believe that students must master both academic and critical life skills to truly be successful participants in and contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners. We look to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) to define and describe our intentions when developing programs and measuring students’ social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a

Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our core values: respect, responsibility, persistence, empathy, and initiative. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy.

### CORE VALUES

At every Rocketship campus, we teach four core values: respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RBM's 5th core value is "initiative." The school emphasizes student self-advocacy and initiative in academic pursuits and beyond.

Core values form the basis of our behavioral instruction and management systems. At the beginning of the school year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. Every school also has its own system to promote/incentivize the core values, such as providing students with Positive Behavioral Intervention and Supports ("PBIS") store stickers for their trackers that are aligned to academics and behaviors, which can be redeemed at the school store.

### LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together around some school wide foci. This usually includes one of the core values (i.e., a "core value of the month"). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or persisting through a challenge. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom's recent accomplishment.

### POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Supports is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave, and struggling students must be taught replacement behaviors.

Each school has a PBIS Team comprised of a wide cross-section of staff members, including teachers, school leaders, and operational and support staff members.

### SOCIAL-EMOTIONAL CURRICULUM

***The Shortest Distance.*** The Shortest Distance Curriculum is our own SEL curriculum which seeks to inspire crucial conversations, skills development, and storytelling in classrooms. The curriculum title is inspired by the words of Anthony de Mello, "...the shortest distance between a human being and truth is a story." By centering stories, the curriculum builds from the research-base of developmental bibliotherapy and culturally responsive pedagogy, creating an opportunity for students to see themselves and diverse community members represented in stories as they consider themselves and their world.

The Shortest Distance Curriculum ("**SDC**") provides teachers with daily lessons which are presented on slides and embedded into a daily community meeting structure which also includes relationship building

activities. While some curricula provide suggested activities or skills based lessons, SDC relies on storytelling and provides guidance for teachers to lead meaningful yet brief (10-15 minutes) lessons. The slides allow teachers to provide visuals and share texts with students, additionally this format promotes a high level of fidelity to the curriculum plan (as teachers are cued and prompted to follow the lesson sequence daily through the use of the slide decks. Over the course of the week students closely listen to a text, which is read aloud. The story pairs with a weekly “commitment” or objective statement and these weekly lessons are anchored in multi-week units themed around Rocketship core values and practices such as inclusion, respect, kindness, responsibility, persistence, and mindfulness.

Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.

---

## PERSONALIZED INSTRUCTION

“Personalized instruction” describes our overall approach to serving our Rocketeers, where we strive to give every student the right level of academic support at the right time through the right instructional method. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. (For more information on how we use data to drive instruction, please see below.) Students may work individually or in small groups with the classroom teacher, Individualized Learning Specialist, or other service providers to address any unique needs, gaps, or learning styles.

## LEARNING LAB

As our overall approach to providing each student with the most customized and appropriate instruction for his or her unique needs, personalized learning inherently occurs throughout the entire school day. To further maximize this targeted approach, we have also set aside a specific block during each school day- the Learning Lab- to support students’ individual learning needs and supplement the high-quality instruction occurring in our classrooms.

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in age appropriate hands-on activities such as Developmental Play (TK/Kindergarten) and Lego Robotics (1st-5th grade) that target the 21st century skills of collaboration, communication, creativity, and critical thinking. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist (“**ILS**”), to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading. Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs (“**OLP**”), further described below.

The Learning Lab is staffed by ILSs or classroom teachers and enrichment specialists, and it is closely supervised by our School Leaders (the Principal and Assistant Principals). The School Leaders oversee the managerial aspects (i.e. hiring ILSs and enrichment teachers, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space). They also play a vital role in ensuring the substantive quality of the education that occurs in the Learning Lab. Our School Leaders also serve as coaches to the ILSs. They train our ILSs to use pre-selected, evidence-based intervention curricula to

respond to individual student needs and engage in regular progress-monitoring of each ILS to identify areas for additional training or other supports. Along with our classroom teachers, our School Leaders also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive the same support and professional development as classroom teachers on campus.

In addition to playing a vital role in the Learning Lab, our ILSs have invaluable short and long term benefits for our students and their families. Our ILSs often come from the communities that we serve and thus bring exceedingly important perspective into the school. We strive to have a staff body comprised of diverse backgrounds and experiences, and our ILSs are an integral part of our make-up. Our ILS model is also intended as a potential pipeline for bringing high-quality certified instructors into our classrooms. We provide support to ILSs who are interested in obtaining a teaching credential by helping them navigate credentialing requirements, teacher preparation programs, and degree programs. By investing in ILS development and supporting ILS training, we are hoping to provide our schools with a steady supply of dedicated teachers who are well-prepared, diverse, and deeply connected to the communities we serve.

For more details on the responsibilities and qualifications for various staff roles at Rocketship, please see Element F below. For further description of our rotational model, please see below.

### ONLINE LEARNING PROGRAMS

As mentioned above, part of our blended learning approach to personalized instruction includes the purposeful use of adaptive technology through OLPs. OLPs deliver many benefits, including:

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to give students additional opportunities to practice content they have learned in the classroom. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.
- Basic skill remediation. Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers' time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.
- Student accountability, motivation, and engagement. Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.
- Data analysis. Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers and school leaders to analyze while planning and personalizing instruction.
- Real-time teaching. Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

Each OLP that we introduce to our suite undergoes a rigorous selection and piloting process to ensure that it meets our well-defined criteria. We generally look for programs that maximize adaptability, assignability, and analytics.



**Adaptability.** A program is adaptive if it automatically senses a student’s gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include Amplify Boost, Lexia Core 5, Lexia English, Reflex and IXL. Other programs, such as ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student’s level and assign appropriate instructional lessons. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

**Assignability.** Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn and STMath, allow teachers to assign lessons and reorder objectives. All programs allow customization down to the individual student, allowing teachers to modify content below and above grade level as appropriate for each student. Through this balance of integrated adaptive assessments and teacher input based on other assessments, we can ensure that the programs truly match student needs, both inside and outside of the programs.

**Analytics.** The last, arguably most important, feature that we utilize in our online learning programs is the teacher analytics. These dashboards give teachers real-time data on how students are performing. They break down assessments, individual lessons and overall usage, allowing teachers to adjust both online and in-class programming. Teachers may utilize assignability features to assign specific lessons or domains of instruction or even adjust the order of objectives that classes encounter. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

For a chart displaying the various features of our current OLPs, please see Appendix 7. As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

---

## CALENDAR AND INSTRUCTIONAL MINUTES

### EXTENDED LEARNING TIME

RBM will have at least 175 days of instruction and for each fiscal year offer, at a minimum, the following number of minutes of instruction:

- to pupils in TK and kindergarten, 36,000 minutes.
- to pupils in grades 1-3, inclusive, 50,400 minutes.
- to pupils in grades 4-5, inclusive, 54,000 minutes.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We also operate on an extended school day. School runs from approximately 7:45 a.m. to 3:15 p.m. (varies slightly depending on grade level).

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).<sup>11</sup> Table 18 below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students’ instructional minutes in each subject and learning space based on students’ personalized learning needs.

Table 18 - Rocketship Daily Minutes

	Humanities	STEM	Launch/ Social-Emotional Learning	Total Daily Instructional Minutes	Learning Lab	Enrichment	Total Daily Minutes
<b>T K</b>	105	65	60+15 T led snack and restroom break	250	40	25	375
<b>K</b>	165	80-85	55	310	55-60	25	455
<b>1</b>	170	85	45	305	65	25	455
<b>2</b>	170	85	45	305	65	25	455
<b>3</b>	180	120	45	345	35	25	465
<b>4</b>	180	120	45	360	35	25	465
<b>5</b>	180	90	45	330	65	25	465

For a sample full day RBM bell schedule, please see Appendix 6.

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive social studies content instruction during this time, as further described above. At the same time, a second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their STEM block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 80 minutes in this class. The final cohort will be in the Learning Lab, overseen by a School Leader and run by an ILS, Humanities, or STEM teacher. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students’ first half of the day.

The entire grade level will then rotate. The first and second cohorts will move to either the STEM block or the Learning Lab, and swap after 80 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction.<sup>12</sup>

<sup>11</sup> We define instructional minutes as minutes spent under the direct supervision of a certificated teacher.

<sup>12</sup> This breakdown is meant as an illustration. Depending on our enrollment, staffing, and bell schedule, the numbers may be slightly different at the Charter School.

All of our teachers hold a multiple subject credential and will teach multiple subjects. However, as described above, each teacher “specializes” in particular instructional areas. Specialization allows our teachers to hone their skills and develop a profound expertise in a focused instructional area, which we believe is especially important in light of the shift to the increasingly rigorous CCSS. Furthermore, specialization encourages - indeed, necessitates - collaboration across grade levels. Not only does such collaboration require our teachers to be constantly thinking about the inherent multidimensional nature of the content that they teach, but it also ensures that each student will have multiple educators’ eyes monitoring and investing in their progress.

---

## DATA-DRIVEN INSTRUCTION

Our instructional program is profoundly data-driven. We provide constant opportunities for comprehensive and systematic assessment, analysis, goal-setting, progress monitoring, and data tracking.

## ASSESSMENT

We use an assortment of assessments to measure students’ achievement levels. These include the NWEA MAP assessment, which allows us to measure our students’ proficiency against national norms for CCSS performance, and the DIBELS assessment developed by the University of Oregon, which provides teachers with a granular breakdown of students’ reading ability in terms of “fundamental skills” and general comprehension skills. We also administer assessments under the CAASPP as well as the state-mandated English language assessments.

We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments drive decisions about whether students need additional classroom support or tutoring. They also allow us to progress-monitor our students throughout the year in a way that annual assessments do not.

## ANALYSIS

Assessment data provides many opportunities to analyze and reflect on both student and teacher progress and gaps. We are deeply committed to data analysis throughout the school year.

Following administration of our major interim assessments, Rocketship holds Data Days. These are full days of professional development for teachers, assistant principals, and the principal to take a deep dive into the analysis of the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific “focus” students within the groups where we are not yet seeing the growth we know is possible. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four to eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on focus students, the modified instruction

should be able to positively impact the student achievement of all students within this group. See Appendix 8 for sample materials from a quarterly Data Day.

### GOAL SETTING AND PROGRESS

After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents work together in a variety of ways to set and/or revisit goals to help ensure that all students are on track to make the requisite growth during the school year.

**Conferences.** Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals. Additionally, teachers facilitate in-person family conferences three times a year to discuss student progress and share resources that families can use at home with their students.

**Classroom Tracking.** Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, and letter/sound mastery. Each teacher defines his/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use “rocket ships” to align with school mascots. (See Appendix 9 for photos of classroom goal trackers.)

**Online Learning Programs.** Each student has individualized Online Learning Program goals for the week, which focus on individual progress during computer-based learning time. Students track progress on an internally created data platform called JetPacked. In addition to helping students build a habit of showing quality work, goal tracking helps teachers and the Individualized Learning Specialists hold students accountable for their independent work. JetPacked helps to build communication between classroom teachers, ILSs, students and parents. Parents receive biweekly updates on Mondays and Thursdays with their child’s goals for the week and progress towards those goals. (See Appendix 10 for a parent guide with instructions for OLP notification signup in English, Spanish, and Vietnamese; See also Appendix 11 for a sample parent update message.)

**School wide Recognition.** Outside of the classrooms, our entire school celebrates progress toward goals as well. Every week during the Rocketship Launch time (further described in Section F above), we celebrate achievements and give out awards based on growth and mastery. For example, we may award Reading Capes to the classes with the greatest progress on OLPs (e.g. lessons passed in iReady), or we may award “Math Medals” to the class who demonstrated the greatest proficiency on a recent formative assessment.

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., “Bears” for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. (See Appendix 12 for a picture of college banners in a Rocketship hallway.)

**Report Cards.** Students’ progress is shared with parents through CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 13 for a sample report card.)

## DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.<sup>13</sup>

**EdCite.** The EdCite platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. Through EdCite, educators can administer standards-aligned assessment questions to measure the progress of their students and modify their approach as needed.

**Data Warehouse/Dashboards.** Rocketship’s data warehouse is used to collect and organize student achievement, enrollment, and attendance data. The data warehouse incorporates data from a broad set of data systems across the organization and various external platforms which the Rocketship Analytics team uses to build reports, visualizations, and dashboards for educators and school leaders. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, a teacher can quickly gain an understanding of which students have mastered a particular standard and the tool provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, and by standard.

Approximately every four to six weeks, our teachers reassess to show student progress, as further described in Section XI.B above. To facilitate the identification of students in need of more focused support, teachers can use the data dashboards to create data displays for each class that show which students fall into each achievement category.

**DIBELS.** DIBELS is a web-based platform designed to support schools in engaging in data-based decision making within an RtI framework. Rocketship utilizes the curriculum-based measurements (“CBM”) provided via DIBELS as one of the assessment tools in the universal screening process that indicates which students are candidates for Tier 2 and Tier 3 academic interventions. Once identified students are placed in intervention, Rocketship utilizes DIBELS as our ongoing progress monitoring system, administering weekly CBMs to all students participating in Tier 2 and Tier 3 reading interventions. The data yielded by these weekly progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

## SPECIAL POPULATIONS

### AT-PROMISE STUDENTS

### MULTI-TIERED SYSTEM OF SUPPORTS: OVERVIEW AND PURPOSE

---

<sup>13</sup> As with all aspects of our instructional program, we constantly monitor development in data analysis tools. With ever-increasing sophistication of education technology, we strive to keep abreast of advances that may lead to greater efficiency and effectiveness. We may at times alter our data analysis tools and will notify our Authorizer if we plan any changes that may be sufficiently significant to require the need for a material revision to our charter.

Multi-Tiered System of Supports (“**MTSS**”) is a data-based instruction and intervention model designed to efficiently identify at-risk and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. According to the National Center for Response to Intervention, a comprehensive MTSS/RtI model contains four essential components:

1. **Universal Screening:** a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes
2. **Multi-Level Prevention System:** the service delivery model of providing a graduated sequence of intensifying interventions in order to match services to student need
3. **Ongoing Progress Monitoring:** the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall
4. **Data-Based Decision Making:** the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.

In order to support the MTSS process, we have ensured that we are implementing evidence-based interventions and supports at each level of support. In addition, we systematically monitor the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making. Finally, we employ a structured problem-solving process that guides the school team’s behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan.

When implemented in accordance with these guiding principles, MTSS has many potential benefits for students from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards-based curricula for all students and reduce over-identification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state that RtI “...has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special education programs...RtI models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve.” (pg.108).

#### MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

The IDEA governs the identification, evaluation, and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Education Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and Special Education Local Plan Area (“**SELPA**”) guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped

by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an Individualized Education Program (“IEP”) meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA’s Procedural Rights and Safeguards.

#### MULTI-TIERED SYSTEMS OF SUPPORT AT ROCKETSHIP

Rocketship has adopted an MTSS framework to serve our at-risk students. Our model encompasses each of the essential MTSS components detailed above.

**Universal Screening.** Rocketship utilizes a “multiple gating” process in our approach to universal screening. Multiple gating refers to the process of using the results from a variety of universal screening tools in order to ensure all students who are struggling academically or behaviorally are identified in a timely manner. For academics, our first screen is our STEP assessment. Students who fall below a certain cut point on each of these assessments are further screened using a Curriculum-Based Measurement in order to further pinpoint the specific area of academic deficit. Once that area of deficit is identified, further diagnostics are administered in order to identify specific intervention starting points for each student. For social-emotional and behavior, we use an evidence-based universal screener, the Student Risk Screening Scale. It measures both internalizing and externalizing areas of a student’s social-emotional and behavioral competencies.

**Multiple Tiers of Support.** Rocketship uses a three-tiered model to organize our instructional and social-emotional supports for all students.

- **Tier 1- General Classroom Instruction:** All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA classroom, CCSS-aligned units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curricula that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.
- **Tier 2- Supplemental, Small Group Supports:** Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier 2 level, including but not limited to small group phonics and fluency intervention in the learning lab and small group behavior interventions (such as small group counseling and Check-in/Check-out).
- **Tier 3- Intensive, Individualized Supports:** Students who don’t respond favorably to supports at the Tier 1 and Tier 2 levels may be referred for a more intensive level of intervention. Intervention at the Tier 3 level is more targeted and more individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, and Lindamood Bell curriculum that addresses phonemic awareness), and

our interventions will also be more specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier 3 level, we may also make a referral further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

**Evidence-Based Interventions.** Rocketship utilizes a suite of evidence-based intervention resources to support students across all tiers of intervention. These include (but are not limited to):

- Academic Interventions: Systematic Instruction in Phonics and Phonemic Awareness (“**SIPPS**”), HELPS fluency routines, Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners
- Behavioral/Social-Emotional Interventions: Check-in/Check-out (“**CICO**”), individual counseling, functional behavior assessments and positive behavior intervention plans

**Ongoing Progress Monitoring.** Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier 2 and Tier 3 academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The DIBELS assessment (further described above) is also utilized to monitor the progress of students participating in reading intervention. The progress of students participating in Check-in/Check-out is tracked daily by CICO coordinators. For our students who have a behavior intervention plan, we regularly progress monitor the frequency and duration of key student behaviors.

**Data-Based Decision Making.** Rocketship’s four to six week data cycles support the data-based decision making component of our MTSS model. On data days, school staff analyze the progress monitoring data of students who have participated in intervention in order to determine whether to continue, modify, or discontinue the intervention for each individual student. We have developed a number of protocols and structures to support school staff in engaging in this problem-solving process, examples of which can be found in Rocketship’s “Pre-Referral Handbook” (See Appendix 14).

**Treatment Integrity.** Rocketship Assistant Principals and Network Support staff conduct regular ‘implementation fidelity’ reviews of all staff conducting intervention using our evidence-based interventions. These reviews are not evaluatory; rather, they are designed to provide valuable feedback to intervention providers in order to ensure that intervention programs are being implemented according to their design.

**Problem-solving.** Rocketship uses a variety of structures to engage in the problem-solving component of the MTSS process. Our pre-referral process consists of Student Huddle meetings, wherein grade level teams and school leaders meet to discuss and plan supports for individual students, followed by formal SST meetings where more intensive and targeted supports can be planned. Rocketship’s current “Pre-Referral Handbook” can be found in Appendix 14.

Transparency is an important component to the MTSS framework. We regularly communicate with parents throughout the entire process, beginning with a written notification that their child has been selected to participate in MTSS interventions.

---

## ACADEMICALLY HIGH-ACHIEVING STUDENTS

High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for ELA/Literacy and/or Mathematics. These students benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains every



four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

In addition to applying elements of our MTSS program to high-achieving students (e.g., guided reading groups, advanced Singapore Math resources, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

**Early Detection.** Rocketship will use internal assessment in ELA/Literacy and Mathematics to help us identify high-performing students within the first four to six weeks of school and monthly thereafter. Frequent and ongoing assessment will ensure that we are meeting the needs of all students as they arise and tracking progress to ensure our strategies are supporting improved achievement.

**Differentiation.** Differentiation describes an instructional method where instruction styles, content, and materials are targeted at the specific needs and characteristics of individual or small groups of students. Teachers will use assessment and progress-monitoring data to plan enrichment activities with their high-performing student. These will occur both in whole-class and small-group lessons.

**Family Communication.** We will inform families as soon as we have assessed students' performance. Teachers may provide high-performing students with additional books and enrichment work to perform at home to increase their understanding of a particular subject area.

**Teacher Collaboration.** At least weekly, subject area teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment. This will be realized through a schedule that will allow the staff to have an early dismissal day one day a week and common planning time, further described above.

**Focused Instruction.** Rocketship's standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroups is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and Integrated Mathematics blocks. High-performing students may also participate in student-led literature circles and book clubs. In addition, our academic model allows for students to access material at their instructional level throughout the academic day. For example, students have access to a wide array of reading material, spanning many genres and reading levels, in our classroom libraries. Our Integrated Mathematics teachers also differentiate math centers, homework, and daily review exercises by difficulty level.

**Daily Enrichment.** The Learning Lab is an additional space where high-performing students can receive adaptive software and hands-on activities such as Lego Robotics that challenges them. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

**Ongoing Assessment.** Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the online programs in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year ahead are continuing to progress.

RBM will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). Furthermore, RBM will comply with Authorizer guidelines, and all California laws pertaining to special education students.

## OVERVIEW

Rocketship’s commitment to ensuring equal access to opportunity for all, including students with diversity of learning, social emotional and behavioral needs. The mission of the Integrated Special Education (“ISE”) department within Rocketship is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. We partner as school and regional teams to ensure access, participation and success to the core curriculum, general education spaces and peers. For the ISE specific aims, this is accomplished through: individualized educational programming for all students with disabilities. We will accomplish this through several means: high quality direct services provided to students, strategic professional development of our ISE and general education staff members, and a consultation and coaching model that empowers classroom teachers, school leaders, and families to appropriately support each student’s individualized education plan.

In order to fulfill this mission, Rocketship seeks to apply current, research with evidence based best practices to create Individualized Education Programs that support students with disabilities.. We believe that all students are best served within an inclusive model, and our service delivery model is grounded in students first, family centered, and team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as teachers, coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students’ greatest advocates, and we strive to support them to advocate to the fullest for their child

RBM intends to continue to operate as a Local Educational Agency (“LEA”) under the El Dorado County Charter SELPA pursuant to Education Code Section 47641(a). All of Rocketship’s existing California charter schools are members of the El Dorado SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an LEA, RBM will be solely responsible and liable, the same as a school district, for providing special education and related services. As an LEA pursuant to 47641(a), Rocketship will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law. Rocketship agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA information guidelines necessary to identify and serve students who qualify for special education. Rocketship agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students’ records.

RBM strives to achieve a student population representative of the community which we are serving. Whether a child is eligible for special education services under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at RBM. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on capacity at the Charter School.

## INTEGRATED SPECIAL EDUCATION

**ISE Model.** At Rocketship Public Schools we serve all students. The core of our Integrated Special Education program is providing a continuum of supports and services for Rocketeers that is grounded in equitable access to rigorous instruction leading to gap-closing results.

We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

Rocketship students are placed in general education classrooms and then provided flexible instructional opportunities that include large group, small group, and one-to-one instruction for those students with more significant needs. At Rocketship, we employ a variety of curricular and pedagogical options to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. Ongoing support develops the capacity of all teachers to teach to a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure. In the following sections, please find a description of the continuum of our special education services.

**Differentiation within the General Education Program.** At Rocketship, students with disabilities are educated in the general education environment, alongside their neurotypical peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include:

- Accommodations based on a Universal Design for Learning (“UDL”) framework
- Heterogenous small group reading instruction
- Modified homework and independent classwork
- Visual supports, such as visual schedules or visual behavior supports
- Assistive technology supports
- Testing accommodations
- Co-Teaching
- Sensory supports

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who has diverse learning needs will help us meet our goal of helping every student reach 1.5 years of growth in each grade.

**Specialized Academic Instruction.** Specialized academic instruction (“SAI”) is provided to students for whom it is required in order to access and benefit from the educational program. SAI services are tailored to the individual needs of the student, and may be provided within the general education setting or in a pull-out setting, in a small group or individually. All SAI services are fully described in the IEP and are provided by or under the supervision of credentialed special education staff. At Rocketship, we use a suite of research and evidence-based curricula to support the implementation of SAI services, although

each child's program is individualized based on his or her identified needs. At Rocketship, Education Specialists also work with qualified paraprofessionals to provide special education services. The paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students.

**Related Services.** Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, physical therapy services, deaf and hard of hearing, vision, orientation and mobility, and adaptive physical education as needed to meet eligible students' IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are drafted and proposed in the IEP, agreed to, and finalized fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

Rocketship has directly hired most of its related service providers, including speech language pathologists, school psychologists, occupational therapists, and adaptive physical education providers. Other low incidence related services, including vision services and deaf/hard of hearing services are provided by contracted, certified Non-Public Agency ("NPA") providers. In accordance with SELPA guidelines, Rocketship develops a Master Contract and Individual Service Agreements for all services provided by NPAs.

**Referral to Non-public School.** In some exceptional cases, when a student may require a placement in a more restrictive setting, the IEP team will consider a referral to a non-public school ("NPS"). If a parent agrees to and or request placement for a student at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA.

**Educationally Related Mental Health Services.** As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educationally Related Mental Health Services ("ERMHS") for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts Social-Emotional and Behavior assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines. ERMHS services are provided by a combination of Rocketship Mental Health Providers and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student. See Appendix 15 for additional information regarding ERMHS procedures.

**Transportation.** Rocketship will provide transportation to any student if required by a written statement in the student's IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. As an IEP team during an IEP meeting, transportation will be discussed in accordance with state law regarding eligibility.

**Supports for Students with Moderate to Severe Learning Needs:** Rocketship's flexible and supportive approach to special education reduces the need for separate Special Day Class ("SDC") placements for many students, and we have historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of our open lottery process, we have students with a variety of learning and behavioral needs in our schools, and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are case managed by a teacher with a moderate to severe Education Specialist credential, on a caseload with a much lower student-to-staff ratio than students with mild learning needs. Our moderate

to severe teaching staff have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

### SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Rocketship understands its responsibility to ensure that all children with a documented or suspected disability that may require special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Although Rocketship will not administer any assessment or evaluation for the purposes of admission, in accordance with the Child Find mandate, we make a continuous and proactive effort to identify students with special needs and those in need of a pre-referral intervention plan.

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a “Child Find Supplement,” which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For a sample Child Find Supplement, please see Appendix 15.) This information is entered into our student information system, and our special education staff work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student’s identified supports and services are in place at the start of the school year. In accordance with California state special education regulations, an interim IEP meeting is held within the first 30 days of school for any student enrolling with a current IEP; however, services are provided as outlined in the current IEP and in accordance with SELPA guidelines immediately upon the start of the school year for all identified students.

Rocketship also implements a systematic approach to identifying and evaluating any student who the school has reason to believe may have a disability. Rocketship’s pre-referral process includes the following student and staff supports:

- A Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
- A “student huddle” process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team, which includes family members, classroom teachers, school leaders, the school psychologist, and other staff as necessary, which plans targeted, individualized students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral Handbook, please see Appendix 14.)
- Tier 2 and 3 social emotional, behavior, and academic interventions, further described above, delivered to students identified as needing them through the universal screening process
  - Diagnostic Assessment – For more specific information on a student’s skill development needs.
  - Progress Monitoring – Weekly data collection aligned to the interventions provided to students in Tiers II, III, and special education. This supports the school teams to review data and make data based decisions regarding instructional supports and programmatic needs.

Generally, students who do not respond to targeted pre-referral interventions after two cycles that have been delivered with fidelity may be referred for formal evaluation to determine whether they meet criteria for special education services or accommodations under a Section 504 plan. Intervention cycles can range from 6-10 weeks and may align with Data Days set by the Academic Calendar. If the student has not demonstrated adequate responsiveness to interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate. The IDEA governs the identification, evaluation and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Education Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or social emotional and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent requests for special education evaluation in accordance with state and SELPA guidelines and regulations. All requests, verbal and written, are day and time stamped by the receiving staff member and immediately delivered to the special education team. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a prior written notice within 15 days of their request. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans. Prior Written Notice and all documents are provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

All Rocketship staff, including office managers and business operations managers, are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

#### ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, mental health providers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically

diverse students.<sup>14</sup> Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision data is also included as a component of all formal special education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

Classroom teachers participate in the assessment process by consulting with the assessors regarding the student's academic, behavioral and social functioning. They may also provide data demonstrating the student's performance as compared to his or her peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an IEP for the student. The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting. The team may also meet in other circumstances, including:

- After the student has received a formal assessment or reassessment;
- Within 30 days of a parent's request;
- When an Individual Transition Plan ("ITP") is required at the appropriate age;
- If a manifestation hearing is required.

Rocketship assessment reports include the following: the student's present level of educational performance; the relevant behavior noted during the observation of the student in an appropriate setting; the relationship of that behavior to the student's academic and social functioning; the educationally relevant medical findings, if any; a determination concerning the effect of environmental, cultural, or economic disadvantage; a statement as to if and how the student's disability affects involvement and progress in the general curriculum; the student's historical and current functioning in the general education curriculum regardless of the setting; deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning that might serve as a barrier to their successful involvement in the general education curriculum; and what has been the impact of the student's attendance on his/her achievement. Assessment reports will be provided to parents in their primary language whenever indicated.

In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation, which is provided at public expense.

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two purposes: to review progress made since the last formal evaluation, and to determine if the student continues to be eligible to receive special education services.

Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional information is needed to establish the present levels of performance and determine the educational needs of the student. An

---

<sup>14</sup> California state law prohibits the use of IQ tests with African American children. Assessment teams use alternative methods of assessing cognitive functioning for these students.

assessment plan reflecting proposed assessment in these identified areas is presented to the parent, and assessments are conducted within the same timeframe as initial evaluations (60 days).

Rocketship assumes full responsibility for IEP review. Unless otherwise specified on the student's IEP, parents will be informed four times a year of the student's progress toward meeting annual goals. If reassessment is requested any time during the year, the school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

#### IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the IEP Team—comprised of, at a minimum, the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the SEIS electronic IEP form for documenting this process. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom. Our current forms are all on SEIS.

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom (see Appendix 16 for a sample professional development session for school leaders outlining our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their neurotypical peers, based on student needs and IEP, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

In the case that a student is exhibiting behaviors that significantly impede the learning of themselves or others, the IEP team develops a behavior intervention plan ("**BIP**") as a formal component of the IEP. When necessary, the IEP team will conduct a Functional Behavior Assessment ("**FBA**") to determine the function of the child's behavior, as well as environmental conditions that may be contributing to the behavior. The FBA consists of observations, interviews, record reviews, and formal testing as necessary. The results of the FBA are then used to develop the BIP, which outlines a functionally equivalent replacement behavior, specific behavior goals, services and supports (including necessary environmental changes) needed to make progress towards the goal, and a clear response plan should the behavior occur again in the future.



When a student with an IEP transfers out of Rocketship, our practice is to notify the superintendent of the student's district of residence in writing of the IEP.

#### INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

Rocketship shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. Rocketship shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP. If transferring from another school within the same SELPA, Rocketship shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and school agree otherwise. If transferring from another school within a different SELPA, Rocketship, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Rocketship shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

If transferring from a school outside of California, Rocketship shall provide the student with services comparable to those described in their existing IEP, until Rocketship conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Rocketship, and develops a new IEP, if appropriate, in accordance with federal and state law.

#### SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 the ADA, which prohibit discrimination based on a disability. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

#### CONSIDERATIONS FOR EL STUDENTS

Because the majority of current Rocketship students are ELs, Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parents request. Assessments are to be conducted in a student's primary language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in providing general education instruction and special education services to eligible EL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

The results of the Home Language Survey and state-mandated language assessment (i.e. ELPAC), further described below, are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for administering required language assessments.

## STAFFING

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Our ISE team is typically comprised of a Program Director, Program Specialist, School Psychologist, Education Specialists (mild to moderate support needs and extensive support needs), Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, and other specialists as might be required by a student's IEP.

All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the ESSA requirements.

The ISE Paraprofessional is responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the Learning Lab, recess, the lunch area, and in the classroom setting. This role is responsible for implementation and recording of data for personalized instructional programs and positive behavior support plans. The Paraprofessional works under the supervision of ISE teachers and the School Psychologist who will provide weekly oversight, training and direction.

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/SPED services as outlined in their IEPs. This role will improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship-approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment; and providing feedback to students, classroom teachers, parents and administration regarding student- progress, expectations, goals, etc.

Special education staff participate both in the professional development opportunities available to all Rocketship teachers, as well as professional development uniquely tailored to the needs of special educators. PD topics include (but are not limited to):

- Universal Design for Learning
- Co-teaching models and best practices
- Assistive technology, including augmentative communication devices
- Behavior assessment, analysis, and planning
- Crisis Prevention Intervention ("CPI")
- Writing and implementing high quality IEPs;
- Facilitating high quality IEP meetings
- Data-based decision making

Special education staff also receive ongoing direct coaching from both an on-site administrator (principal or assistant principal), as well as an assigned Program Specialist who provides special-education specific consultation and support.

## PARENT INVOLVEMENT

**Participation and Training.** Rocketship parents are encouraged to participate in the school community through volunteer hours and monthly community meetings. Parents of students with IEPs are full members of the parent/school community. Parents are invited to participate in Community Advisory Committee (“CAC”) meetings through the SELPA, either in person at the school site or via online connection, to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our Charter SELPA. Lastly, we combine additional parental trainings on numerous subjects for all parents—those with IEPs and those without—with our monthly school community meetings.

**Progress Updates.** Education Specialists, in collaboration with General Education Teachers, begin their school year with a home visit to all students on their caseload. Education Specialists are available and in contact with parents by email, phone and home/school communication notebooks on a regular basis throughout the year.

In addition, all students’ progress is updated in writing on a trimester basis and at least as frequently as report cards are provided for the Charter School’s non-special education students. In addition to a progress report on the IEP goals, the Education Specialist will participate in these quarterly parent teacher conferences. This allows for total involvement of the entire IEP team throughout the year rather than just on an annual basis.

Rocketship is committed to having all documents provided in the primary language of the parents/guardians in a timely manner. All meeting notices, IEPs, assessment reports, progress updates, are translated if requested by the parents. This includes verbal and written translations.

**Dispute Resolution.** Our SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

Rocketship believes that all parents have a right to be informed of their procedural rights in their preferred language. Parents are provided procedural safeguards prior to any special education assessment process or IEP meeting. The case manager asks if the parent would like a thorough review of these safeguards prior to every IEP meeting and, while some parents do decline, many parents appreciate the additional explanation.

Rocketship implements systems-wide special education protocols and conducts regular monitoring in an effort to maintain compliance with state and federal mandated laws to protect the rights of students and parents. In the event of a legal dispute, Rocketship legal counsel will work very closely with staff, our SELPA and the family (as well as other relevant stakeholders) to come to a resolution.

---

## ENGLISH LEARNERS

At Rocketship, we serve a significant number of English Learners.<sup>15</sup> As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELs.

#### IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey (“HLS”) upon a student’s initial enrollment into Rocketship. If a student’s HLS shows a response other than English to the first three questions, the student must be tested for English comprehension, speaking, reading and writing within 30 days and for primary language assessment within 90 days, as required by law. School personnel shall arrange for these assessments and will place the HLS in the student’s cumulative file.

#### ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the English Language Proficiency Assessments of California once each year to ELs until they are Reclassified Fluent English Proficient (“RFEP”), unless a student is classified as Initial Fluent English Proficient (“IFEP”) upon the initial ELPAC administration.<sup>16</sup> For more details on these classifications, please see below. ELPAC scores will be placed in the student’s cumulative file.

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to

---

<sup>15</sup> Legal guidelines clarify that an English learner is a student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC) is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

<sup>16</sup> The 30-day requirement applies to students who are entering a public school in California for the first time or who have not yet been ELPAC-tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The ELPAC will be used to fulfill state and federal requirements for annual English proficiency testing. The purpose of the ELPAC is to (1) identify new students who are ELs, in transitional kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to RFEP status. Rocketship will notify all parents of the ELPAC testing requirements and of ELPAC results within 30 days of receiving results from the publisher.

#### CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student’s initial ELPAC score determines whether the student is classified as an English learner or whether the student is eligible to be classified as IFEP. The student is classified as IFEP if they meet the ELPAC initial assessment proficiency criterion set by the state.

#### RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

In general, English learners are no longer classified as “EL” once they have attained the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of modified English materials.

Under current state law, students who are identified as English learners must participate in the annual administration of the ELPAC until they are identified as RFEP.

Our reclassification policies and procedures are developed in accordance with the reclassification criteria outlined in the Education Code, including: (1) assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; (2) teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; (3) parent opinion and consultation; and (4) comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The process for reclassification occurs annually once the ELPAC summative scores are available. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification. This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria.

School leaders, teachers, and any relevant support staff will collaborate to evaluate each student's overall growth and curriculum mastery. The goal of this meeting is to determine whether the EL student is able to participate in grade-level curriculum with the same level of proficiency as their native-language peers. Teachers will bring several relevant work samples (i.e. student project, writing sample) and student test scores as evidence of progress. After the conference, findings are documented in the master spreadsheet.

Teachers will also hold in-person conferences with parents to review students' language progress. If the school team recommends reclassification, the teacher will discuss this with parents and explain the evidence used in making the determination. The teacher will then obtain official signed parental consent, which will be saved in the student's cumulative file.

#### Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Students who are moved from EL status to RFEP are documented in online databases including PowerSchool and CALPADs. RBM will monitor reclassified students' performance for four years after reclassification in accordance with California regulations and Title III of the ESSA.

#### ENGLISH LANGUAGE INSTRUCTION

The State Board of Education has adopted the California ELD standards as part of a national movement to ensure that students gain the necessary literacy and mathematical knowledge and skills required in 21st century higher education and workplace communities. The ELD standards describe the key

knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college and career-readiness as described in the CCSS for ELA/Literacy and Mathematics. The ELD standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills.

Our instructional materials for ELD instruction will be prepared by Rocketship's Achievement Team in the same manner as our core content instruction, as described in the Curriculum and Instruction section of this petition above.

**ELD Standards.** We design our English language instruction to encompass all three parts of the ELD standards.

- **Part I:** We focus on meaningful interaction with the English language, both orally and in written texts, via three modes of communication- collaborative, interpretive, and productive. We will teach students how to use comprehension strategies and analytical skills to understand the meaning of various texts. We will also teach students how to analyze and evaluate the way writers and speakers utilize language to effectively convey meaning.
- **Part II:** We focus on learning how English works to make meaning via three broad language processes – structuring cohesive texts, expanding and enriching ideas, and connecting/condensing ideas. We will teach students how to organize text as they read so they can better grasp the structure. We will also teach students how to adjust their own language choices as they speak and write. We expect students to apply their growing knowledge of language resources to create and comprehend precise and detailed texts that accurately convey meaning.
- **Part III:** We provide foundational skills for ELs. We will differentiate instruction based on a variety of factors including age, similarities between the student's primary language and English, and oral language proficiency in English. We will teach students the meaning of words that the students are learning to decode to emphasize the importance of meaning-making.

**Integrated and Designated Instruction.** We will utilize both integrated and designated instruction to teach the ELD standards.

*Integrated instruction* occurs throughout the school day in every subject area. Teachers use the ELD standards in tandem with the CCSS for ELA/Literacy and other content areas to ensure that students are strengthening their ability to use the academic English that they are learning. Examples of integrated instruction include teachers routinely examining texts and instructional tasks to identify language that may be challenging for ELs; determining opportunities to highlight and discuss particular language resources (i.e. precise vocabulary, different ways of combining ideas in sentences, different ways to start a paragraph to emphasize a key ideas; observing students to determine how they are using targeted language; adjusting whole group instruction or work with small groups/individuals to provide adequate and appropriate support; and frequently engaging their ELs in discussions to develop content knowledge.)

*Designated instruction* is protected time during the regular school day where teachers use the ELD standards to develop critical language skills that ELs need for content learning in English. This instruction is not required or intended to be separate or isolated from the content areas, but it is a time when teachers actively engage ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.



During designated instruction, students are grouped so that teachers can strategically target students' language learning needs and accelerate English language and literacy development. Depending on the Charter School's population breakdown, teachers may work with students individually throughout the school day or they may break students into the expanding, emerging and bridging stages of language development, further described below:

- **Emerging:** Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language
- **Expanding:** Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level
- **Bridging:** Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Importantly, students will never be removed from other core content instruction to receive designated ELD instruction and also students are grouped heterogeneously throughout the rest of the school day

During designated ELD, there is a strong emphasis on oral language development as well as reading and writing tasks designed to develop awareness of how English works. For example, teachers may work with ELs at the expanding or bridging level to more closely examine the language used in a text that they have already read; teach the meanings of some of the general academic vocabulary and use the vocabulary in different ways in speaking and writing over the course of the next few weeks; and discuss the structure and type of text or engage in a debate about the text's content to reinforce language. Teachers may also write prompt sentences from a text and have students combine them into more complex sentences.

**Scaffolding.** Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELs depending on their proficiency levels (emerging, expanding, or bridging). Scaffolding can be substantial, moderate, or light. ELs at the emerging level will generally require more substantial support to develop the capacity for academic tasks than students at the expanding or bridging levels. For example, ELs at the emerging level may need substantial support to explain their thinking about a literary or informational text that they read closely, such as sentence frames or graphic organizers. However, ELs at every level engage in some academic tasks that require light to no scaffolding and some that require substantial. In any case, scaffolding is intended to be temporary, and independence can be promoted and increased through gradual release of responsibility.

**Instructional Strategies.** Rocketship teachers are trained in Project Guided Language Acquisition Design ("GLAD"), which includes a multi-day professional development workshop. GLAD focuses on vocabulary development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students

Rocketship teachers will also employ Specially Designated Academic Instruction in English ("SDAIE") strategies in their classrooms, which are meant to be beneficial for all students, not just English learners. These strategies may include:

- **Vocabulary development:** Teachers will introduce new vocabulary words while introducing a new concept.
- **Guided interaction:** Teachers will structure lessons so that students work together to understand what they are learning.

- Metacognition and authentic assessment: Teachers will model and explicitly teach thinking skills and use a variety of activities to check for understanding.
- Explicit instruction: Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.
- Meaning-based context and universal themes: Teachers will incorporate meaningful references from students' everyday lives and create classroom environments that provide authentic opportunities to learn the English language.
- Modeling, graphic organizers, and visuals: Teachers will regularly utilize a variety of visual aids, graphic organizers, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

All Rocketship teachers will be Crosscultural Language and Academic Development (“**CLAD**”) certified or in the process of obtaining CLAD or BCLAD certification.

### PARENT COMMUNICATION AND PARTICIPATION

As described above, parents play a significant role in the reclassification process. Beyond that, however, we strive to find ways to engage and involve parents of our EL students. We are committed to communicating with parents in their primary language; as such, we will provide translations of all major documents, notices, public meetings, and workshops in Spanish and any other languages as needed.

RBM will establish an English Learner Advisory Committee (“**ELAC**”) if the Charter School enrolls 21 or more EL students, as further described in Element D below. Parents are encouraged to participate in the ELAC as well as the School Site Council (“**SSC**”), further described in Element D below. Parents are also encouraged to volunteer in their children’s classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

### PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

We believe that our teachers are most effective when they feel invested in their school and that their school is invested in them. To this end, we have rigorous policies and procedures for teacher recruitment, selection, retention, and professional development, further described below.

### CREDENTIALING

Rocketship continuously strives to be a great place to work. We are committed to creating pathways to support our staff on their journey to becoming a certified teacher in California. We have a dedicated Talent Development & Credentialing team who educates and guides staff throughout the entire process.

Rocketship partners with Rivet School and Reach University, nonprofit college programs that help working adults earn an accelerated, affordable bachelor’s degree and teaching credentials for California school employees. Teachers who enroll in an Intern Credential Program are eligible to receive tuition assistance and additional support such as tutoring, paid time off for studying, etc.

Rocketship also partners with the Silicon Valley New Teacher Project to support teachers in the final step of obtaining their clear credential. Our teachers receive intensive, one-on-one mentoring to strengthen their classroom practices, ensuring student academic success.

### PROFESSIONAL DEVELOPMENT OPPORTUNITIES

**Summer.** Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model for new staff, and ongoing professional learning for experienced educators. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children’s educations after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in two weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

**School Year.** In addition to summer training, Rocketship schools dedicate approximately 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades.

We believe that often the most effective professional development session is peer-led. However, to develop the necessary subject expertise for our teachers as well as provide ongoing support for Assistant Principals, Rocketship partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. These organizations have included Project GLAD, the Santa Clara County Office of Education, Amplify, Great Minds, Code.org, and more. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

### COACHING

A foundational piece of our ongoing staff development is customized, targeted one-on-one coaching that Assistant Principals and Principals provide for teachers and staff members.

The overarching principles of our coaching program are a tight feedback loop, regular opportunities for practice, the identification of root causes of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

We implement a variety of coaching strategies and practices. Coaches observe and provide written feedback, deliver in-the-moment feedback (e.g. using pre-aligned non-verbal signals, whisper coaching to a teacher during instruction), model instruction, and engage in co-observations with the teacher (i.e. watching a video of the teacher or observing a different teacher). All teachers receive at least four hours of support per week outside the classroom, get observed at least twice a week, receive at least two hours of professional development per week, and have a weekly one-on-one meeting with their coaches.

#### NEW TEACHER RESIDENCY - PILOT

We have recently been awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 25-26. This program will provide high-quality immersive and comprehensive training experiences for our aspiring teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments.

The Teacher Residency Program is just one example of how Rocketship is continuously striving to enhance its professional development opportunities, strengthen our talent development initiatives, and ensure Rocketship remains an attractive place to work and grow, and that Rocketship is well-positioned to develop and retain talent.

#### TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for teachers. We believe that performance evaluations are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow.

Teacher evaluations include multiple measures, including student growth and achievement and educator performance. The components align with teacher role and responsibilities and Rocketship's theory of action on how we can achieve our mission. Each was also developed with the goal of promote transparency, consistency, and communication.

Our performance evaluation system consists of three formal evaluation activities during the school year complemented by Rocketship's ongoing coaching cycles as described in the Professional Development and coaching sections above. In the fall of each school year, teachers complete a self-reflection where they self-assess themselves on Rocketship's performance rubrics to reflect on performance trends to date, areas of growth, and opportunities for improvement. Teachers also meet with their manager for the self-reflection process to align on performance expectations, debrief on the self-assessment, and discuss next steps for growth. Teachers participate in two formal evaluations during the year where they receive an overall performance score and meet with their manager to discuss next steps for development. Mid-year evaluations take place in the winter and end-of-year evaluations in the spring before the end of the school year.

**Student Impact.** Teachers are evaluated based on both student absolute achievement and growth metrics. Absolute achievement metrics evaluate the percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students making growth and the average years that students grow on objective assessments such as the MAP.

**Family Engagement.** Teachers are also evaluated on their ongoing engagement with families as well as percentage of home visits completed and the percentage of parents completing partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

**Core Characteristics.** Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of pursuit of excellence, innovation, authenticity, community, and tenacity.

**Teaching Performance.** The Rocketship teacher performance rubric outlines the expectations for teacher performance and is used by managers to provide feedback in evaluations. The core of Rocketship's teacher performance rubric is the Charlotte Danielson *Framework for Teaching*. The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings and student outcomes.<sup>17</sup> The Rocketship performance rubric examines teaching performance in four domains: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. (For a copy of the rubric, please see Appendix 17.)

#### TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Program and Regional Teams focus on teacher curricular tools and resources to provide teachers with high quality resources and support. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship.

We also have developed initiatives to provide teachers with time to meet personal needs, including competitive paid time off (“PTO”) packages and a credentialing paid time off policy for educators who need time away from school complete credentialing requirements (e.g., test preparation, test completion, etc.). We have increased opportunities for teachers to provide upward feedback on managers via surveys (e.g., manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

Rocketship offers competitive pay structures and incentives to attract and retain excellent teachers. Rocketship uses a performance-based pay system, which allows solid and strong teachers demonstrating strong results to move up quickly within our compensation bands early in their career. The performance-based pay structure is a key lever for retaining our highest-performing teachers. Rocketship also deploys incentives and competitive benefits to create opportunities for additional growth within their profession, including a teacher professional development fund.

#### LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

**Rising Leaders Program.** Rocketship's Rising Leaders program prepares teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. The program is ideal for educators who are interested

---

<sup>17</sup> Measures of Effective Teaching Project, “Danielson’s Framework for Teaching for Classroom Observations,” 2010.

in developing as a GLL and/or school leader within the next several years, and who are considering other centralized network roles.

Rising Leaders engage in monthly workshops, leadership dinners, and take on a leadership project to build their skills. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

We look for candidates who have a willingness to learn and reflect in group settings, a track record of high student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

#### LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its School Leaders: Principals, Assistant Principals, Business Operation Managers and Office Managers. (Qualifications and responsibilities for these roles are further described below in Element E.) These school leaders receive ongoing professional development centered on key levers aligned to their role, including data-driven instructional leadership; systems planning; coaching and observation; family and community engagement; school culture; staff culture; and (for principals) school leader team management. School leaders who manage special education teachers also receive a special strand of professional development.

To support our school leaders in team management, Rocketship provides key management development training and experiences. During our summer training, we start our training with self and team awareness development as a foundation of leadership. We also review evaluations and compensation training to ensure our leaders understand the process of setting clear expectations and compensation. We also ensure that new managers understand the foundations of employment law and performance management. During the school year, Rocketship has manager feedback and staff satisfaction surveys to give leaders clear feedback on their management and school experience. In addition to the surveys, our Human Resource team meets with school leadership teams every 1 - 2 months for People Partnerships meetings which debrief any management challenges, review any upcoming management strategies, or people related skill building.

Our Principals all spend approximately ten hours each month receiving professional development from Rocketship California's regional Achievement Team. Our Assistant Principals receive approximately two hours of professional development directly from the Achievement Team and also get regular training and support from Principals. Members of the regional Achievement Team also attend meetings between school leaders and teachers to provide feedback on meeting facilitation and coaching, as well as conduct regular school and classroom walk-throughs with the school leaders. Business Operations Managers and Office Managers also receive weekly development from regional Directors of Operations and Directors of Family Engagement.

#### ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

The Charter School has created a Local Control and Accountability Plan ("LCAP"), which contains a reasonably comprehensive description of RBM's annual goals and outcomes in the State Priorities, schoolwide and for all numerically significant student subgroups, in accordance with Education Code Section 47605.6(b)(5)(A)(ii), which will be updated annually in accordance with applicable law and the State Board of Education's LCAP template. The LCAP is annually presented to families and the public at

the Board of Directors LCAP Public Hearing and subsequently approved at the following meeting. The Charter School shall also present a report on the annual update to the LCAP for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP is designed to align with the state priorities, as described in Section 52060(d) and listed below. Each LCAP goal and associated actions directly address a subset of the state priorities. For a description of which LCAP goals address which state priorities, please see the LCAP attached as Appendix 18.

- State Priority 1 – Basic Services
- State Priority 2 – Implementation of Common Core State Standards
- State Priority 3 – Parental Involvement
- State Priority 4 – Student Achievement
- State Priority 5 – Student Engagement
- State Priority 6 – School Climate
- State Priority 7 – Course Access
- State Priority 8 – Other Student Outcomes

The LCAP is attached to this petition as Appendix 18 and fully incorporated by reference in fulfillment Elements A and B. Notwithstanding the foregoing, the LCAP is updated annually as required by state law, and any changes thereto shall be made without need for material revision of the charter.

## ELEMENT B MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. —Education Code Section 47605.6(b)(5)(B).*

### Goals, Actions, and Outcomes in Alignment with State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the RBM LCAP provides a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, which address and align to the Eight State Priorities identified in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP explains how the Charter School addresses the Eight State Priorities. See Appendix 18, RBM LCAP.

### Student Outcomes/Exit Outcomes as Aligned to the SCCOE Charter Review Matrix

RBM’s goals, actions, and outcomes, schoolwide and for all numerically significant subgroups, are comprehensively described in the Charter School’s LCAP. To facilitate review, the following LCAP excerpts are the student outcomes specifically requested in SCCOE’s Charter Review Matrix in the order in which they appear in RBM’s LCAP:

- CAASPP met or exceeded schoolwide (ELA): 46% for 2023-24
- CAASPP met or exceeded schoolwide (math): 48% for 2023-24
- CAASPP met or exceeded schoolwide (science): 15% for 2023-24
- Average growth years for reading (NWEA MAP), grades K-2: 1.2 years
- Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4): 55% (green indicator on Dashboard)
- EL reclassification rate: 15%
- Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home: 100%
- Percentage of students who feel safe on campus: 75%
- Percentage of students who feel connected to at least one staff member: 75%
- Chronic absenteeism rate (schoolwide): 10% or lower
- Suspension rate (schoolwide): 0.5%
- Expulsion rate (schoolwide): 0%
- Average daily attendance: 95%
- Percentage of students with access to a broad course of study: 100%

RSA makes the following affirmations related to its student outcomes/exit outcomes, in alignment with SCCOE’s Charter Review Matrix:



- As RSA's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RSA's exit outcomes include acquisition of academic and non-academic skills, as shown by the list above, which includes academic performance outcomes, and outcomes related to student safety, attendance, and campus climate, etc.
- RSA affirms that "benchmark" skills and specific classroom-level skills will be developed.
- RSA affirms that its student outcomes align to its mission, curriculum and assessments.
- RSA's list of school-wide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- RSA acknowledges that exit outcomes and performance goals may need to be modified over time.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

## ELEMENT C METHODS OF ASSESSMENT

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. —Education Code Section 47605.6(b)(5)(C).*

### ELEMENT C: ASSESSMENT MEASURES

RBM affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Rocketship’s assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, interim, and summative assessments.

Baseline assessments measure basic academic skills in English Language Arts and mathematics at the beginning of a school year or the beginning of a unit of study.

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students and teachers to better understand students’ strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

Interim assessments fall between formative and summative assessments and provide standardized data that can be aggregated and analyzed. Interim assessments may predict student performance on an end-of-year summative assessment, they may provide evaluation information about the impact of a curriculum or a program, and they offer instruction information that helps diagnose student strengths and weaknesses.

Summative assessments will take place in English/Language Arts and Mathematics at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year one-on-one reading assessments, which can be compared to the baseline assessments from the beginning of the year.

As further described in Element above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive Response to Intervention program, further described in our At-Promise Students section in Element A, for students who fail to progress and/or achieve consistent with school expectations and goals.

Rocketship’s current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced assessments for English Language Arts and Mathematics/CAASPP as applicable each spring.

Additionally, the California Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state measurements. The ELPAC will be administered to English Learners annually.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times throughout the year using the DIBELS assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets. At the end of each Eureka unit, student understanding and mastery will be measured through a formal assessment.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using interim assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will complete a social-emotional and behavioral screener three times a year to determine which students would benefit from additional supports, such as social skills groups, and to track social-emotional skills growth over the course of the year.

#### USE AND REPORTING OF DATA

Rocketship will utilize its data warehouse and reporting dashboards to track and maintain student data. Rocketship teachers will be engaged in an ongoing process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance. Teachers will identify patterns of underperformance or high performance, and identify students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative grade-level teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will meet to review reading, writing, and math assessments after initial assessments are done in the first month of school. CAASPP test data will also be reviewed at this time.

#### REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We plan to have regular parent/teacher conference periods and progress reports each year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

Rocketship will promptly meet all reasonable inquiries for data from the County and assure timely scheduled data reporting in compliance with the law. In accordance with Title III, Rocketship will adhere to all mandated reporting guidelines in relation to English learners, including notification to parents regarding ELPAC results and reclassification. In accordance with IDEA, Rocketship will comply with all state and federal laws regarding reporting requirements for children with IEPs.

## ELEMENT D: LOCATION

*The location of each charter school facility that the petitioner proposes to operate.*

*- Education Code Section 47605.6(b)(5)(D)*

**Location.** RBM is located at 2960 Story Road in the Lindale neighborhood of San Jose, California. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally built for RBM's specific program and has been carefully maintained and updated throughout RBM's occupancy.

## ELEMENT E: GOVERNANCE STRUCTURE

*“The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”*

*- Education Code Section 47605.6(b)(5)(E)*

In accordance with Education Code section 47604, all Rocketship charter schools will be operated by RSED, a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors (the “**Board**”) pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. (RSED’s Articles of Incorporation and Bylaws are attached as Appendix 19 and 20, respectively.)

RSED will operate independently from the SCCOE, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to Education Code Section 47604(d), SCCOE shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCOE has complied with all oversight responsibilities required by law.

RBM, operated by RSED, affirms that it shall comply with all applicable public transparency laws, including the Brown Act, CPRA, Section 1090, the PRA, and Education Code Section 47604.1.

## GOVERNANCE STRUCTURE

### BOARD OF DIRECTORS

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students’ parents regarding issues of significance and to weigh the input and opinions carefully before taking action.

Rocketship’s Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 21.

The Board will be comprised of the following individual officers:

- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary. Rocketship affirms that SCCBOE shall be entitled to a single representative on the Board, consistent with Education Code Section 47604(c).

The Board will meet on a regular basis in accordance with the Bylaws. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

New directors will be elected as defined in the Bylaws. Qualifications of current and future board members include:

- Academic expertise, including subject and professional development knowledge in Literacy and Math
- Significant involvement in the communities served by Rocketship
- Operation of charter schools
- Real estate, legal, and financial expertise
- Fundraising ability
- Parents of current Rocketship students

#### BOARD DUTIES

The Board will be responsible for Rocketship's operation and fiscal affairs, including but not limited to:

- Adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("MOU") or other contracts with the County;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material changes to the school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance and approval of the LCAP;
- Evaluation of Rocketship Executive Director;
- Monitoring Rocketship's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

RSED will update SCCOE on any changes to the RSED Board of Directors.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal audit, approval of Board policies, hiring or termination of the CEO, or any other duties prohibited by law. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

The Board may utilize an Executive Committee and establish other committees as necessary to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than two members. Standing committees of the Board shall comply with the Brown Act and the Rocketship Conflict of Interest Code.

#### BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c), and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be staffed by a Rocketship staff member, is available at all schoolsites. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location.

The Board will also hold special meetings as necessary, including for the consideration of pupil expulsion in accordance with RSED policy, the development of the LCAP, and other time-sensitive issues that may need the Board's attention outside of the regular Board meeting schedule. All special meetings will be held in accordance with the Bylaws and the Brown Act.

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and applicable conflict restrictions required by the Corporations Code.

The Board of Directors meetings will be headed by a Board Chairman. As long as a quorum exists as defined by the Bylaws, measures voted on by the Board may be passed with a simple majority of present members as allowable under state law.

#### California Committee

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, the Board has created a California Committee whose membership consists of a diverse group of parents and civic and business leaders committed to closing the achievement gap. The California Committee serves as an advisory board to the Board of Directors.

The primary responsibility of the California Committee is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The California Committee may provide advice and counsel to Rocketship Education's Executive Director; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement and operational plans; build local partnerships to enhance the quality and sustainability of Rocketship schools.



As we continue to expand our network and reach nationwide, Rocketship has focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply deep functional expertise in each of the areas that comprise the complexity of school management.

The current support that RSED staff provides includes the following:

- High-quality support via centralized Schools Team and Achievement Team to increase student achievement (i.e. planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; facilitating professional development for teachers and school leaders)
- Talent management (i.e. recruitment; teacher and school leader pipeline development)
- Growth/policy (i.e. government relations; supervising community outreach and parent involvement)
- Finance (i.e. financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e. project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (i.e. site location, design, permitting, entitlements)
- Legal (i.e. compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e. hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e. coordinating with service providers; developing and managing systems)
- Communications (i.e. marketing and public relations)

The staff is overseen by a Senior Leadership Team (“SLT”), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members, please see Appendix 22.

## FAMILY PARTICIPATION

Family participation has been important to Rocketship since the very beginning. We understand that a parent/family is a child’s first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children’s education. As described in Element A above, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

We also provide numerous opportunities for parents to get involved in the operations and governance of the school. Families can become involved with the School Site Council or English Language Advisory Committee (further described below).

We also encourage, but do not require, our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include participating in Launch in the morning, a Rocketship daily tradition to incite excitement for the day of learning ahead! Reading to their child at home, assisting in classrooms or participating in any school meetings or events are also ways families are encouraged to get involved with their child’s school. We also have special processes in place to involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RBM holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the school to use LCFF funds to serve students in alignment with

the state priorities. RBM also has developed a survey, translated into English and Spanish, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

### SCHOOL SITE COUNCIL

Each Rocketship school forms a School Site Council (“SSC”), the composition of which mirrors the requirements of Education Code Section 52852 and will be comprised of the following:

- The school Principal;
- School personnel, at least 50% of which are classroom teachers;
- Families of students attending the Charter School, or other community members selected by families.

The number of families/family-selected community members on the SSC must be equal to the number of school personnel. The SSC will implement bylaws that describe selection and replacement procedures.

Pursuant to Education Code Section 64001(j), the SSC will be responsible for participating in the development of the Local Control and Accountability Plan.

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP governs how the Charter School will spend its state LCFF funding. The LCAP is a blueprint to improve the academic performance of all students through the coordination of all educational services at the Charter School. Additionally, the LCAP Federal Addendum will address how federal funds provided to the Charter School will be used to improve the academic performance of all students.

In developing the LCAP, the SSC will conduct an analysis of root causes of student academic challenges and research-based instructional strategies that enhance student achievement. To set school goals, the SSC will carefully review Charter School priorities; qualitative and quantitative student achievement data; and other performance measures to evaluate the effectiveness of the instructional program. The SSC will provide review and update the LCAP annually. All updated LCAP Plans must be presented at a public hearing and be approved by the Rocketship Education Board of Directors.

The SSC will seek to empower parents in the education of their children. The SSC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for families (e.g., through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Family Survey and School Needs Assessment.
- Budget and categorical funding allocation (LCFF allocation).
- Review of the instructional model and curriculum.
- Provide input on school events, school culture, and staff professional development.
- Provide input on school policies, school safety plans, and discipline procedures.
- Implement initiatives to increase family engagement.

The SSC will hold regular meetings in accordance with its Bylaws. Records of attendance and meeting minutes for each meeting will be kept at the school site.

### ENGLISH LEARNER ADVISORY COMMITTEE

RBM shall establish an English Learner Advisory Committee (“ELAC”) of which parents/guardians of EL students constitute membership in at least the same percentage as their children represent of the total number of students in the Charter School. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an ELAC.

The ELAC seeks to fulfill the following tasks:

- Review and comment on the RBM’s EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an RBM-wide needs assessment.
- Review and comment on RBM’s program, goals, and objectives for EL programs and services.
- Review RBM’s plan to ensure compliance with applicable EL Authorization and Cross-cultural, Language and Academic Development (“CLAD”) Certificate requirements applicable to RBM’s teachers and instructional aides.
- Review and comment on RBM’s reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the Charter School and possible under the law.

The ELAC shall be responsible for advising the Principal and staff on programs and services for English learners and the School Site Council on the development of the LCAP.

Additionally, the ELAC shall assist the Charter School in the development of:

- The Charter School’s needs assessment.
- A site plan for English Learners
- Ways to make parents aware of the importance of regular school attendance.

Along with the SSC, the ELAC will also engage in the additional functions and activities listed above.

### DETERMINING SUCCESS OF FAMILY INVOLVEMENT

Family involvement is critical to the academic success of Rocketship students and the overall success of each Rocketship campus. The Board, along with Rocketship staff and school leaders, will use dashboard metrics to measure the success of parent involvement. The key goals for successful family involvement are:

- Enlisting family leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 75% family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RBM Schools.

- Engaging each RBM family to complete at least 20 volunteer hours at the school per year: As described above, RBM families will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RBM teachers and staff with various school operations. Volunteer service, however, is not a requirement for admission or continued enrollment at any Rocketship school.

## ELEMENT F: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. -- Education Code Section 47605.6(b)(5)(F)*

Rocketship Education recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605.6(e) (1), Rocketship shall be nonsectarian in its employment practices and all other operations. Rocketship shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Rocketship. These criteria are further described in the remainder of this section.

All Rocketship teachers will hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

RBM is a School of Choice and will comply with all applicable state and federal laws regarding background checks, clearance of personnel, and maintenance and disclosure of employee records. All employees are subject to state and federal employment laws.

### PRINCIPAL

The Principal is responsible for creating a school capable of achieving the Rocketship mission and goals. This will include leading RBM in all aspects of its day to day operations and working with the RSED Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the school. The Principal sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the Principal directly manages, supports, and develops the Assistant Principal and the Office Manager. The Principal may serve as the manager and coach of all educators, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Principal is also responsible for engaging and empowering parents to become lifelong advocates for their children's education.

### **Qualifications:**

- 2+ years of experience teaching in an urban city classroom and realizing significant gains
- Strong leadership skills and personal drive

- Relentless pursuit of high expectations
- Strong organizational skills
- Passion for urban children and their families
- Ability to build partnerships with community organizations
- Strategic planning experience
- Ability to engage and empower parents and families
- Strong communication skills
- An entrepreneurial spirit and a proven track record
- Experience in building and maintaining outstanding school culture
- Results-oriented and data-driven
- Ability to develop others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Background check, TB test and fingerprinting
- BA from accredited university

#### ASSISTANT PRINCIPAL

RBM will have at least two Assistant Principals, focused full-time on the implementation of RBM's academic systems and mentoring teachers to improve their effectiveness.

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the school. The Assistant Principal leads two primary streams of work: teacher coaching and professional development ("PD"). The Assistant Principal directly coaches a number of educators, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Assistant Principal also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school's Rocketeers realize over a year's worth of progress annually.

#### **Qualifications:**

- Have achieved significant gains with their students for at least the past year or years;
- Espouse RBM's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Demonstrated the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Assistant Principal to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Ability to be a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- 2+ years' experience teaching in an urban city classroom
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families
- Strategic planning and project management experience

- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus
- Background check, TB test and fingerprinting
- BA from accredited university

## TEACHERS

RBM shall comply with Education Code Section 47605.6(l), which states:

Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.

All teachers will have or be working toward CLAD certification or a CTC recognized equivalent.

Each year, teachers will be evaluated based on their ability to make significant gains. It is expected that some teachers will be able to make significant gains in a single year; others may take two or three, and still others may not be capable. In addition to significant gains, teachers must show a strong ability to work with and mentor their peers in order to be prepared to take on the role of Assistant Principal.

### ***Qualifications:***

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice;
- Hold a valid teaching credential;
- Demonstrate the potential to make significant gains for students.
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries to support retention and recognize them for their impact in our schools.

Teachers assigned to a TK classroom will have been issued at least one credential by the CTC and shall have at least one of the following:

- At least 24 units in early childhood education, or child development, or both;
- As determined by the local education agency employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above;
- A child development permit issued by the CTC.

## EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the school Principal. The Education Specialist will be responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. The role of the Education Specialist is to improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship approved curriculum; documenting teaching and student progress/activities/ outcomes; modeling the

necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, classroom teachers, parents and administration regarding student progress, expectations, goals, etc.

**Qualifications**

- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Ability to navigate school setting to support students in multiple spaces
- Skills in organization and planning in order to plan excellent instruction for students
- Thrive in an inclusive school setting, as well as an interest in participating in co-teaching and collaboration with other staff members
- Willingness to participate in ongoing PD over the course of the school year to develop one's practice and skills
- Ability to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required; advanced degree optional

INDIVIDUALIZED LEARNING SPECIALISTS

Individualized Learning Specialists serve as tutors, working closely with a team of teachers to meet the needs of all students at that grade level.

**Qualifications**

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL



The Paraprofessional will be responsible for providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and lunch area. The Paraprofessional will work under the supervision of a certificated Education Specialist who will provide weekly oversight, training and direction.

**Qualifications**

- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Comfort in a start-up environment with flexibility
- Interpersonal skills using tact, patience and courtesy
- Passion for working with young children
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Experience working with students with disabilities desired

OCCUPATIONAL THERAPIST

The Occupational Therapist is a school-based position that provides both direct and indirect supports to students.

Responsibilities:

- Lead specialized assessment related to sensory-motor development; write quality, compliant assessment methods
- Attend IEP meetings; present findings to team
- Develop IEP goals and objectives, as well as treatment plans
- Assist in the implementation of assessment as needed
- Work with parents to build knowledge of disability and inclusive supports
- Assist in providing in-service training to parents, teachers, administrators, and other professionals and paraprofessionals
- Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special education programs as appropriate
- Assist in coordinating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the ISE Network Support Team
- Maintain a compliant practice
- Perform other duties as assigned or requested by the program administrator

Qualifications:

- Must possess a Bachelor's or Master's in occupational therapy from an accredited four year college or university and have a valid license of proficiency in occupational therapy services issued by the California Board of Occupational Therapy
- Experience working with elementary-aged students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the Rocketship mission
- Thrive in a fast-paced, dynamic work environment
- Ability to be adaptive and flexible in a work environment that is still evolving
- Perform a variety of specialized and responsible tasks; maintain records; establish and maintain cooperative working relationships with students, parents, other school personnel; meet schedule and compliance deadlines

- Possession of a valid driver's license; willingness to provide own transportation in conduct of work assignments

### SCHOOL PSYCHOLOGIST

The School Psychologist is an exempt position that will work under the direction and supervision of the Associate Director of Social Emotional Learning and will work with elementary school students. Rocketship School Psychologists are responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students with disabilities.

#### Responsibilities:

- Lead psycho-educational and formal behavior assessments; write quality, compliant assessment reports
- Attend IEP meetings; present assessment findings to the team
- Assist in the implementation of assessment recommendations as needed
- Participate in the pre-referral process and provide guidance to school teams regarding supports for struggling students
- Provide direct counseling or behavioral services to students as needed
- Work with parents to build knowledge of disability and inclusive support for students with disabilities
- Assist in providing in-service training in learning, child development and child management to parents, teachers, administrators and other professionals and paraprofessionals
- Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special educational programs as appropriate
- Assist in coordinating, communicating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the Special Education Leadership Team.
- Maintain a compliant practice
- Perform other duties as assigned or requested by the appropriate administrator

#### Qualifications:

- Valid California Pupil Personnel Services credential in School Psychology;
- Master's degree or Ph.D in School Psychology Bilingual, Spanish (preferred)
- Experience working in Response to Intervention models (strongly preferred)
- Experience working with elementary-age students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the mission of Rocketship
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving.
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments

### SPEECH-LANGUAGE PATHOLOGIST

The Speech-Language Pathologist will work with elementary school students in screening, evaluating, diagnosing, and treating disorders of communication. This is a school-based position.

Responsibilities:

- Address child's speech production, vocal production, and language needs through speech therapy
- Deliver direct services via pre-referral interventions; monitor student progress
- Document and collect data on all consultation sessions and provide regular assessments
- Conduct student screenings and/or assessments of language, voice, fluency, articulation, or hearing
- Develop and implement high quality, legally compliant IEPs
- Maintain compliance with all special education laws and policies
- Maintain client files and treatment logs in an organized manner
- Communicate with program manager in regard to any change of status, problems, or intent to change the educational program
- Attend and participate in meetings as required
- Develop instructional materials and evaluate commercially available material for treatment
- Keep current on latest developments in the field of speech therapy by attending professional seminars, reading literature, and participating in professional organizations as assigned
- Provide professional development support to school staff and families
- Manage time efficiently

Qualifications

- Valid Clinical Clear Rehabilitative Services Credential; Master's Degree required
- Bilingual in English and Spanish (or Vietnamese) (strongly preferred)
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Commitment and passion for Rocketship's mission and goals
- Thrive in a fast-paced, dynamic work environment
- Ability to demonstrate skills necessary for fulfilling the job responsibilities of this role

OFFICE MANAGER

The Office Manager will be responsible for daily operations at RBM. The Office Manager will report to the Principal.

***Qualifications:***

- Spanish/English bilingual fluency required, with excellent written and oral communication skills
- Knowledge and cultural competence of the local student and parent community
- Highly developed interpersonal skills using tact, patience, and courtesy
- Effectively prioritize and juggle multiple concurrent projects
- Comfort in a start-up environment and ability to work independently with minimal direction
- Ability to use a variety of software programs and quickly learn new ones
- Managerial skills preferred

BUSINESS OPERATIONS MANAGER

The primary purpose of the Business Operations Manager role is to ensure the school is safe, compliant, efficient, and financially sound. The BOM provides direct services to the school that enables instructional

staff to better serve students and families. Ideal candidates will be self-motivated, flexible, and adept at managing change.

**Qualifications**

- Minimum 5 years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- Managerial experience is strongly preferred. Leadership and/or coaching roles among other adults can potentially substitute for this.
- Experience in a fast-paced, highly analytical, entrepreneurial environment. Ability to proactively manage multiple critical deadlines and quickly and confidently adapt to changing school needs, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students' families. Spanish language proficiency is preferred in many of our communities, but not required.
- Skilled at building strong and trusting working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship. Ability to treat sensitive issues with respect and empathy, and maintain strict confidentiality where required.
- Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
- Passion for Rocketship's mission, and the belief that all students can achieve high levels of academic success.

**ENRICHMENT CENTER COORDINATOR**

The Enrichment Center Coordinator provides students with the opportunity to engage in athletics, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. The Enrichment Center Coordinator oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis.

**Qualifications**

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Belief in the value of enrichment, art, gardening, and physical education for all children
- Previous experience or training building teams with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Background check, TB test and fingerprinting required

**OPERATIONS TEAM MEMBER**

This position is responsible for ensuring that the day-to-day operations of lunch, recess, and arrival/dismissal at the school site run safely and smoothly. Furthermore, support staff members are also responsible for ensuring that students maintain appropriate behavior in all operational activities.

***Qualifications***

- Commitment to Rocketship’s mission, vision, and goals
- Passion for working with children
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

## ELEMENT G: HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*  
*- Education Code Section 47605.6(b)(5)(G)*

Rocketship maintains and regularly reviews and updates Board-approved policies and procedures designed to ensure the health and safety of its students and staff members including policies incorporated into the following handbooks and plans:

- Rocketship Education Employee Handbook (See Appendix 23)
- Rocketship Education School Safety Plan (See Appendix 24)
- Rocketship Public Schools Student/Parent Handbook (See Appendix 25)

To ensure ongoing compliance with relevant federal and state laws and regulations, the above-referenced handbooks and plans are reviewed, updated, and presented to the Board each year for approval. The policy versions attached as appendices here are presented as examples of the policies and procedures that demonstrate a reasonably comprehensive description for Element F regarding Health and Safety.

## PERSONNEL

In accordance with *Education Code 47605.6(b)(5)(G)(i)*, employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. **(See also Employee Handbook, p.10., Appendix 23)**

Rocketship also has a number of other personnel policies and procedures in place designed to ensure health and safety of both staff members and students, all contained in its Employee Handbook. Examples include, but are not limited to:

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 9-10**
- Prohibitions on harassment, discrimination, and retaliation, **p. 14**
- Prohibitions on sexual harassment, **pp. 17-20**

- Lactation accommodation, **p. 37**
- Campus access and security protocols, **p. 39**
- Accident and incident reporting, **p.40**
- OSHA compliance, **p. 44**
- Workplace violence, **p. 45**
- First aid and CPR requirements, **p.44**
- Mandated reporter obligations, **p.87**

## SCHOOL SAFETY PLAN

In accordance with *Education Code 47605.6(b)(5)(G)(ii)*, the Charter School has a school safety plan (“SSP”) that contains the safety topics listed in subparagraphs (A) to (K), inclusive of paragraph (2) of subdivision (a) of Section 32282, as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. See SSP, pp. 74-79.* Please note that the policy included in the SSP is also contained in the Employee Handbook in Appendix 23. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship’s operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine (see SSP, p. 14) and emergency (see SSP, pp. 8-14; 15-49), including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) (see SSP, p. 15). The disaster procedures shall also include, but not be limited to, both of the following:*
  - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. See SSP, pp. 18-20; 38*
  - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. See SSP, p.14*
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2. See SSP, pp. 84-102.*
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079. See SSP, p.99*
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1. See SSP, pp. 80-84.*
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. See SSP, p.79*
- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. See SSP, p.7*
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school. See SSP, p.5*

- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6. See SSP, p.66.*
- *Section 32283(a)(2)(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community. See SSP, pp. 22-25*
- *Section 32283(a)(2)(K) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school. See SSP, p.24*

In accordance with *Education Code 47605.6(b)(5)(G)(iii)*, the SSP shall be reviewed and updated by March 1 of every year by the Charter School.

#### OTHER HEALTH AND SAFETY ASSURANCES

The assurances below are included as further examples of Rocketship's commitment to student and staff health and safety and ensuring compliance with all statutory requirements pertaining thereto.

##### IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

##### MEDICATION IN SCHOOL

Rocketship will adhere to Education Code Sections 49423 and 49414 regarding administration of medication in school.

In accordance with Education Code Section 49414, the Charter School will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the Charter School does not have a nurse, a volunteer trained in accordance with applicable law, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available.

The Charter School will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location. Per AB 1651 (2023), the Charter School shall include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

##### VISION/HEARING/SCOLIOSIS

Students will be screened for vision, hearing, and scoliosis. Rocketship shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served.

##### DIABETES

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

##### SUICIDE PREVENTION POLICY



The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education’s model policy, as revised.

MENSTRUAL PRODUCTS

The Charter School shall stock the Charter School’s restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women’s restrooms and all-gender restrooms, and in at least one men’s restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

ALL GENDER RESTROOMS

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

SCHOOL MEALS

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil’s eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

RECESS

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student’s recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

BLOODBORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Bloodborne Pathogens” policy designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

DRUG-FREE/SMOKE-FREE ENVIRONMENT

Rocketship shall maintain a drug-, alcohol-, and smoke-free environment.

FACILITY

All facilities utilized by Rocketship must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. All Rocketship facilities will comply with the Americans with Disabilities Act access requirements. Rocketship will maintain accessible records documenting all such compliances. RBM has received a Certificate of Occupancy prior to the start of school.

Rocketship complies with the requirement contained in Education Code Section 47610 by utilizing private facilities that are compliant with the California Building Standards Code. However, Rocketship reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the local school district in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

BULLYING PREVENTION

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

GUN SAFETY NOTICE

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

## ELEMENT H: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

***Governing Law:** The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. – Education Code Section 47605.6(b)(5)(H)*

As further described in this charter petition, Rocketship shall not discriminate against any student on the basis of race, ethnicity, or any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, RBM shall strive, through recruitment and admissions practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, among its students that is reflective of the general population residing within the territorial jurisdiction of the County.

Specifically, the means by which Rocketship will strive to achieve these balances are described below. This list is not meant to be exhaustive. Any such strategies will comport with all applicable federal and state laws and Rocketship policies prohibiting discrimination in admission.

- Printing and distributing materials in English, Spanish, and any other languages reflecting the needs of the community.
- Cultivating strategic partnerships with community organizations that serve diverse constituencies.
- Recruiting and retaining a diverse, highly-qualified recruitment and community engagement staff that is primarily composed of individuals who reside in the local community.
- Holding focus groups with parents and community organizations in the local community.
- Employing an enrollment process that is well-publicized, scheduled, and adopted to include a timeline that allows for a broad-based application process.
- Developing and distributing promotional and informational material that reaches out to all of the various racial and ethnic, ability, and linguistic groups represented in the territorial jurisdiction of the County.
- Developing and distributing promotional and informational material that reaches out to families of students with special needs.
- Conducting continuous outreach activities throughout the community. These activities will be held at a wide range of times and locations to ensure that community members and Rocketship families have sufficient opportunities to attend.
- Conducting ongoing data-based research into the demographics of the County.

Rocketship shall analyze the success and/or weakness of its outreach initiatives. Rocketship shall utilize the data from the programmatic audit to make any necessary revisions to the outreach initiatives in order to correct student population imbalances.

## ELEMENT I: FINANCIAL AUDIT

*Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.-- Education Code Section 47605.6(b)(5)(l)*

The RSED Board will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of Rocketship's books and records will be conducted as required by Education Code Sections 47605.6(b)(5)(l) and 47605.6(m). Rocketship's books and records will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Audit Committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit.

As soon as reasonably practicable, the Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Executive Director of Rocketship Education - California will work with the Authorizer to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the Authorizer. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit is public record to be provided to the public upon request.

The auditor will verify the accuracy of the Charter School's financial statements attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the Charter School's internal controls. The audit will include a review of ADA as reported by the Charter School. Moreover, the audits will address whether the Charter School's money is being handled responsibly (in accordance with generally accepted accounting principles such as GAAP, LAO, GAGAS, and GAO) and that its financial statements conform to generally accepted accounting principles.

In the case that the Charter School either does not pay for or have an independent audit completed within one month of the applicable timelines, the SCCOE, may, at its option, pay for an audit to be completed and invoice the Charter School for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

**DRAFT 8.23.24**

Further, the SCCBOE shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the SCCOE if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than five percent (5%) total; in all other cases, the Charter School shall bear the cost of the audit.

## ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason....  
Education Code Section 47605.6(b)(5)(J)*

Rocketship's Suspension and Expulsion Policy is maintained in RBM's Board-approved Student/Parent Handbook which, as discussed above in Element F, is attached and fully incorporated by reference as Appendix 25.

Rocketship's Suspension and Expulsion Policy is compliant with the federal and state constitutional procedural and substantive due process requirements listed in Education Code Section 47605.6(b)(5)(J), as further detailed below.

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. **See Student/Parent Handbook, p. 50***

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. **See Student/Parent Handbook, p. 52***

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. **See Student/Parent Handbook, pp. 52-56***

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). **See Student/Parent Handbook, p. 59.***

Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 25. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on pp. 14-15 of the Student/Parent Handbook.

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. See Student/Parent Handbook, p. 59.*

The full Suspension and Expulsion Policy is found on **pages 44-59** of the 2024-25 Student/Parent Handbook in Appendix 25. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions (**pp. 44-45**)
- Homework assignments during suspension, in accordance with Education Code Section 47606.2 (**pp. 51-52**)
- Grounds for suspensions and expulsions (**pp. 45-50**)
- Full suspension procedures and student rights during suspension (**pp. 50-52**)
- Full expulsion procedures (**pp. 52-56**)
- Special procedures for expulsion hearings involving sexual assault or battery offenses (**pp. 53-54**)
- Special procedures for suspension or expulsion of students with disabilities (**pp. 56-58**)
- Procedures for students not yet eligible for special education services (**p.58**)
- Disciplinary records (**p.58**)

## ELEMENT K: STAFF RETIREMENT SYSTEMS

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -- Education Code Section 47605.6(b)(5)(K)*

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time, eligible, certificated employees shall participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system. The Charter School shall inform all applicants for positions within that Charter School of the retirement system options for employees of the Charter School. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been.

Rocketship employees also have the option of participating in the Charter School's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options.

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 24.



## ELEMENT L: DISPUTE RESOLUTION PROCESS

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.”*

*- Education Code Section 47605.6(b)(5)(L)*

### Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School.

If either the Charter School or SCCOE determines that a violation of the Charter or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

- (1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.
- (2) In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.
- (3) If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may

- proceed to step 4 or take any other action they deem appropriate in response to the dispute.
- (4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

The Charter School Board will adopt policies and processes for airing and resolving disputes, other than those between the SCCOE and the Charter School which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process.

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter or law, or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the law or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the SCCOE's oversight obligations.

#### NOTICE OF VIOLATION AND OPPORTUNITY TO REMEDY

For any material violation of the conditions, standards, or procedures set forth in the Charter or the terms of the Agreement, SCCOE shall provide notice of violation, opportunity to remedy, and revoke the Charter as set forth in Education Code §47607 and its implementing Regulations.

#### INTERNAL DISPUTES

All internal Rocketship disputes will be handled internally and will be governed by RSED's adopted policies. Rocketship maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Rocketship shall be provided with a copy of the School's policies and internal dispute resolution process. SCCOE will promptly refer all disputes not related to a possible violation of the charter or law to Rocketship.

## ELEMENT M: ADMISSION POLICIES AND PROCEDURES

*“Admission policy and procedures, consistent with subdivision (e).”  
- Education Code Section 47605.6(b)(5)(M)*

RBM shall strive to achieve a student population that understands and values Rocketship’s mission and vision statements and is committed to our instructional and operational philosophy.

RBM shall be an open enrollment and tuition-free public charter school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RBM. RBM will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School's recruitment and enrollment processes shall be as described herein. The Charter School shall maintain on its website instructions for applying and information on the public random drawing and enrollment processes, including all pertinent dates and deadlines, and hardcopies of all such instructions and information shall be provided upon request. Any procedures used to verify student residency must comply with state and federal law, and must not discriminate against students or prospective students based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other characteristic protected by law, or association with persons with any of these characteristics.

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation,

or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

#### APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. RBM shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, RBM will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2<sup>nd</sup> year forward) who are guaranteed enrollment in the following school year.

In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School in order to establish whether the student is entitled to admission preference. The admission application submitted prior to any public random drawing and before a student is offered a space at the Charter School shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required prior to the student being offered a place at the Charter School include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

Upon selection for admission pursuant to public random drawing, the registration process will include documentation such as the following:

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of records<sup>18</sup>

#### LOTTERY POLICIES AND PROCEDURES

As described above, RBM will implement a public random drawing in the event that applications for enrollment exceed capacity. In accordance with Education Code Section 47605.6(e)(2)(B), enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

1. Siblings of students currently admitted to or attending RBM
2. Children of employees of RBM (not to exceed 10% of total enrollment)
3. Students who qualify for free or reduced price meals
4. Residents of Santa Clara County
5. Other California residents

---

<sup>18</sup> In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Public random drawing rules, deadlines, dates and times will be communicated on Rocketship's website.

Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RBM will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

RBM will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. Enrollment preferences are handled sequentially. All lotteries shall take place on the same day.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to Rocketship after the open application period and will be placed on the wait list on a first come-first served basis if all seats are full in a particular grade level.

In no circumstance will a wait list carry over to the following school year. Rocketship will notify all wait list families when the next year's application becomes available. Students who remain on the wait list at the end of a given school year will have to submit a new application for the next school year.

## ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend charter school. -- Education Code Section 47605.6(b)(5)(N)*

No student may be required to attend RBM. Students who reside within Santa Clara County who choose not to attend the Charter School may attend other district schools within the County or pursue an intra- or inter-district transfer in accordance with existing County enrollment and transfer policies.

Parents and guardians of each student enrolled in RBM will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## ELEMENT O: EMPLOYEE RETURN RIGHTS

*Governing Law: The rights of an employee of the county office of education upon leaving the employment of the county office of education to be employed by the charter school, and of any rights of return to the county office of education after leaving the employ of the charter school.-- Education Code Section 47605.6(b)(5)(O)*

No county office of education employee shall be required to work at Rocketship. Employees of the county office of education who choose to leave the employment of the county office of education to work at Rocketship will have no automatic rights of return to the county office of education after employment by Rocketship unless specifically granted by the county office of education through a leave of absence or other agreement. Rocketship employees who leave the county office of education to work at Rocketship shall have the return rights that the county office of education specifies, and any other rights upon return to the county office of education that the county office of education determines to be reasonable and not in conflict with any law.

Sick and vacation leave, and/or years of service credit, from the county office of education shall not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity.

Further, in the case of closure of RBM, RBM employees shall have no rights of employment/transfer to any other Rocketship school or entity, any school district, the county office of education, or any other employer.

## ELEMENT P: CLOSURE PROCEDURES

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. --Education Code Section 47605.6(b)(5)(P)*

The Charter School shall comply with the applicable elements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth herein shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the school for any reason will be referred to as the "Closure Action."

- A. Charter School shall identify an entity and person(s) responsible for closure- related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
- B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- C. Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days.
- D. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- E. On closure, Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- F. This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. Charter School will ask the SCCOE to store original records of Charter School students for which the district



of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

- H. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, Charter School shall prepare final financial records. The Charter School's independent audit completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. By October 1, 2017, Charter School shall create a "Closure Review Policy," which shall be approved by SCCOE.
- I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- J. In addition to the final audit, Charter School shall also submit any required year- end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.
- K. If Rocketship Education does not operate any other charter school other than the Charter School, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School - including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Rocketship school within Santa Clara County or if there are no other Rocketship schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Rocketship Education and SCCOE. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be by the Board according to the corporations' governing documents, and such assets may be distributed to the SCCOE, Rocketship Education, or another California public charter school, school district, or county office of education, as the Board may elect, subject to applicable legal requirements. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the SCCOE agree that, due to the nature of the property and activities that are the subject of this provision, the SCCOE and public shall suffer irreparable harm should the Charter School breach any obligation under its Closure Protocol. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As RBM is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## BUSINESS OPERATIONS

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605.6(h)*

## BUDGETS AND CASH FLOW

Attached, as Appendix 3, are the following documents:

- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time. The Alum Rock Union School District will owe in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635, which provides, in relevant part:

(b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.

(1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:

(A) Six percent in August.

(B) Twelve percent in September.

(C) Eight percent each month in October, November, December, January, and February.

(2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.

(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Notwithstanding subdivision (a) of Section 14002, final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in June, in conjunction with the third recertification of annual apportionments to schools.

(5) Subdivision (a) and paragraphs (1) to (4), inclusive, do not apply for pupils who reside in, and are otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a non-basic aid school district. With regard to these pupils, the sponsoring basic aid school district shall transfer to the charter school an amount of funds equivalent to the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned through average daily attendance by the charter school for each pupil's attendance, not to exceed the average property tax share per unit of average daily attendance for pupils residing and attending in the basic aid school district. The transfer of funds shall be made in not fewer than two installments at the request of the charter school, the first occurring not later than February 1 and the second not later than June 1 of each school year. Payments shall reflect the average daily attendance certified for the time periods of the first and second principal apportionments, respectively. The Superintendent may not apportion any funds for the attendance of pupils described in this subdivision unless the amount transferred by the basic aid school district is less than the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned by the charter school, in which event the Superintendent shall apportion the difference to the charter school from state funds.

The attached budget assumes that these payments will be made timely by the Alum Rock Union School District as required by Education Code Sections 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the Alum Rock Union School District meeting its obligation to provide in-lieu property tax payments in a timely fashion and the State of California maintaining at least the funding rates per pupil contained in the 2013-14 fiscal year budget.

## FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the Authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
- All attendance reports: 20 day, P-1, P-2 and annual.
- All additional reporting as agreed to, in writing, as part of an MOU between the Authorizer and Rocketship.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

## INSURANCE

Rocketship shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. SCCOE shall be named as an additional insured on all policies of the Charter School.

## ADMINISTRATIVE SERVICES

***Governing Law:** The manner in which administrative services of the charter school are to be provided. -- Education Code Section 47605.6(h)*

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the primary provider of administrative services. The Charter School does not anticipate purchasing any services from the County, but reserves the opportunity to include a review of County services and pricing as the Charter School deems appropriate.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, the Charter School shall follow applicable federal guidelines.

## FACILITIES

***Governing Law:** The governing board shall require that the petitioner or petitioners provide information regarding...the facilities to be used by the school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605.6(h).*

**Location.** RBM is located at 2960 Story Road. in the Lindale neighborhood of San Jose, California. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally built for RBM's specific program and has been carefully maintained and updated throughout RBM's occupancy.

## IMPACT ON THE COUNTY

***Governing Law:** Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. -- Education Code Section 47605.6(h).*

RBM is operated by RSED, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of public charter schools for educational services in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 19 and Appendix 20, respectively. Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of RBM.

Further, RSED and the Authorizer may enter into a memorandum of understanding or contract which shall provide for indemnification of the Authorizer by RSED. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Authorizer shall be named an additional insured on the general liability insurance of RBM.

The corporate bylaws of Rocketship Education and each of its schools shall provide for indemnification of the Rocketship Education and Rocketship Education Board of Directors, officers, agents, and employees, and Rocketship Education and Rocketship Board will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

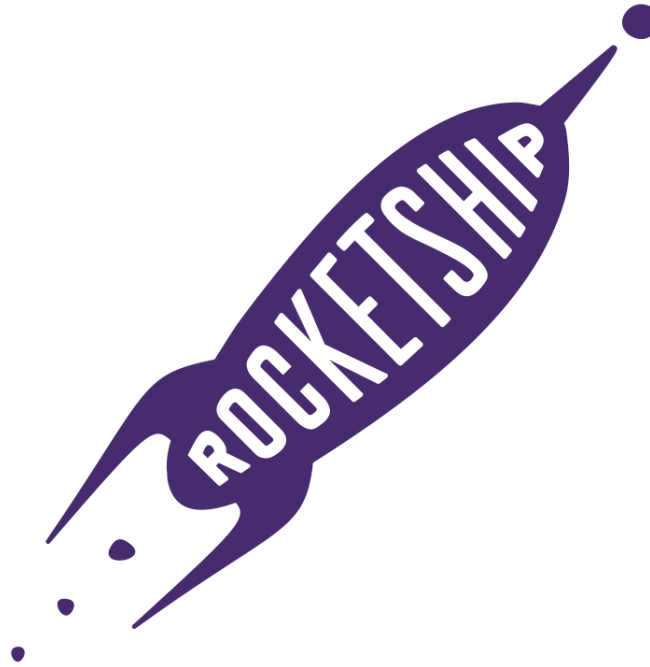
Rocketship Education and the Rocketship Education Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

## CONCLUSION

By approving the renewal of this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the Authorizer to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the District with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2025. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 3, are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

Pursuant to Education Code section 47605.6(b) the chartering authority shall be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The county board of education shall grant a charter for the operation of the school if it is satisfied the granting of the charter is consistent with sound educational practice. The county board of education shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth facts to support a finding that the charter petition's educational program is unsound, or the charter petitioners are unlikely to succeed, or the charter fails to include the appropriate number of signatures or affirmations, or the charter does not include required affirmations and a reasonably comprehensive description of all of the required elements, or the charter school is demonstrably unlikely to serve the interests of the entire community where the charter school will locate.

# Rocketship Alma Academy



Charter Renewal Petition

Submitted to the Santa Clara County Board of Education  
September 3, 2024



## CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS	5
AFFIRMATIONS AND DECLARATION	6
INTRODUCTION	12
CRITERIA FOR RENEWAL	12
STUDENT PERFORMANCE DATA	13
CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM	13
STATE PERFORMANCE INDICATORS	14
ENGLISH LANGUAGE ARTS	19
LOCAL INDICATORS	23
MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT	24
ACADEMIC INDICATOR DFS	24
NWEA MAP	26
RSA AS PART OF THE ROCKETSHIP EDUCATION NETWORK	27
ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM	29
MISSION, VISION, AND MODEL	29
SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO SERVE	31
ENROLLMENT	31
OUR EDUCATIONAL PHILOSOPHY	32
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY	32
HOW LEARNING BEST OCCURS	33
CURRICULUM AND INSTRUCTION	33
STANDARDS-ALIGNED CURRICULUM	33
ELA/LITERACY	34
MATHEMATICS	37

SCIENCE AND SOCIAL STUDIES INSTRUCTION	42
ARTS AND ENRICHMENT	44
SOCIAL-EMOTIONAL LEARNING	45
PERSONALIZED INSTRUCTION	46
CALENDAR AND INSTRUCTIONAL MINUTES	49
DATA-DRIVEN INSTRUCTION	50
SPECIAL POPULATIONS	53
AT-PROMISE STUDENTS	53
ACADEMICALLY HIGH-ACHIEVING STUDENTS	56
SPECIAL EDUCATION SERVICES	57
ENGLISH LEARNERS	68
PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT	73
ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES	78
ELEMENT B MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT	79
ELEMENT C METHODS OF ASSESSMENT	81
ELEMENT C: ASSESSMENT MEASURES	81
ELEMENT D: LOCATION	84
ELEMENT E: GOVERNANCE STRUCTURE	85
GOVERNANCE STRUCTURE	85
BOARD OF DIRECTORS	85
RSED STAFF	88
FAMILY PARTICIPATION	88
ELEMENT F: EMPLOYEE QUALIFICATIONS	92
ELEMENT G: HEALTH AND SAFETY PROCEDURES	101
PERSONNEL	101
SCHOOL SAFETY PLAN	102

OTHER HEALTH AND SAFETY ASSURANCES	103
ELEMENT H: MEANS TO ACHIEVE STUDENT POPULATION BALANCE 105	
ELEMENT I: FINANCIAL AUDIT	107
ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES 109	
ELEMENT K: STAFF RETIREMENT SYSTEMS	111
ELEMENT L: DISPUTE RESOLUTION PROCESS	112
ELEMENT M: ADMISSION POLICIES AND PROCEDURES	113
ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	116
ELEMENT O: EMPLOYEE RETURN RIGHTS	117
ELEMENT P: CLOSURE PROCEDURES	118
BUSINESS OPERATIONS	121
BUDGETS AND CASH FLOW	121
FINANCIAL REPORTING	122
INSURANCE	123
ADMINISTRATIVE SERVICES	123
FACILITIES	123
IMPACT ON THE COUNTY	124
CONCLUSION	125

## CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

The Charter Schools Act (“Act”) of 1992, codified as California Education Code Section 47600 *et seq.*, requires each charter school to have a charter that sets forth a reasonably comprehensive description of the required elements of charter petitions (Education Code Section 47605.6).

The California Legislature, in enacting the Charter Schools Act of 1992, sought to provide opportunities for teachers, parents, students, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve student learning.
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable student outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Rocketship Alma Academy is proud to have accomplished all of these intended results, as discussed herein.

## AFFIRMATIONS AND DECLARATION

Rocketship Alma Academy (“**RSA**” or the “**Charter School**”), operated by Rocketship Education d/b/a Rocketship Public Schools (“**RSED**” or “**Rocketship**”), authorized by the Santa Clara County Board of Education (“**SCCBOE**”), with oversight by the Santa Clara County Office of Education (“**SCCOE**”) (SCCBOE and SCCOE are hereinafter sometimes collectively referred to as the “**Authorizer**” or the “**County**”), and located within the boundaries of Santa Clara County, will follow any and all applicable federal, state, and local laws and regulations including but not limited to:

1. The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
2. The Charter School declares that RSED shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
3. The Charter School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
4. The Charter School will not charge tuition. [Ref. Education Code §47605.6(e)(1)]
5. The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)].
6. The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
7. The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 (“**IDEA**”), Section 504 of the Rehabilitation Act of 1973 (“**Section 504**”), and Title II of the Americans with Disabilities Act of 1990 (“**ADA**”).
8. The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

9. The Charter School will ensure that teachers in the Charter School hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605.6(l)]
10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.
11. The Charter School will keep current necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
12. The Charter School will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D): to pupils in transitional kindergarten and kindergarten, 36,000 minutes; to pupils in grades 1 to 3, inclusive, 50,400 minutes; to pupils in grades 4 and above, 54,000 minutes.
13. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605.6(e)(3)]
14. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
15. The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student’s records or requiring a parent, guardian, or student to submit the student’s records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]
16. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
17. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605.6(d)]
18. The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. The Charter School will be located within the boundaries of Santa Clara County as required by the Education Code. [Ref. Education Code Sections 47605.6 and 47605.1]
19. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

20. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“**ESEA**”), as reauthorized and amended by the Every Student Succeeds Act (“**ESSA**”).
21. The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“**CPRA**”).
22. The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“**FERPA**”).
23. The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“**Brown Act**”).
24. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“**Section 1090**”).
25. The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“**PRA**”).
26. The Charter School shall comply with all portions of Education Code and Title 5 Regulations which are not otherwise waived under Education Code Section 47610.

---

**Maricela Guerrero, Executive Director, Rocketship Education - California**

---

**Date**

Exec Summary







## INTRODUCTION

### CRITERIA FOR RENEWAL

#### Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“**Dashboard**”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. The CDE has determined that RSA is middle-performing, and thus eligible for a five-year charter renewal term.

The 2023 Dashboard is the first since 2019 to display the intended red, orange, yellow, green, and blue colors for schools’ status and change scores in the state indicators. The 2022 Dashboard uses one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for all state indicators based on the 2021-22 school year data. As such, the 2023 Dashboard is not based on two years of color-based performance.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English Language Arts/Literacy and Mathematics

### **Rationale for Renewal of RSA Charter Petition**

For middle-performing charter schools, Education Code Section 47607.2 mandates that the Authorizer consider the performance, schoolwide and for all student subgroups, of RSA on the state and local indicators on the Dashboard. The Authorizer shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) ELA and math assessments and the English Learner Progress indicator (“ELPI”).

Further, in addition to the state and local indicators on the Dashboard, the Authorizer shall also consider evidence, from assessments deemed verified data by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers).

In support of approval of its charter renewal petition, below RSA submits data from the Dashboard, among other verified data sources. As the data presented below demonstrates RSA has met the criteria for renewal under the Education Code and as recognized by the CDE.

#### STUDENT PERFORMANCE DATA

As noted above, Education Code Section 47607.2(b) provides that a chartering authority’s decision to renew a school’s charter shall be based upon the school’s performance on the state and local indicators adopted under Education Code Section 52064.5 (both on a schoolwide basis and by Student Groups). Pursuant to Education Code Section 52064.5(f), the California Department of Education has created the California School Dashboard, which tracks school performance data on such state and local indicators.

---

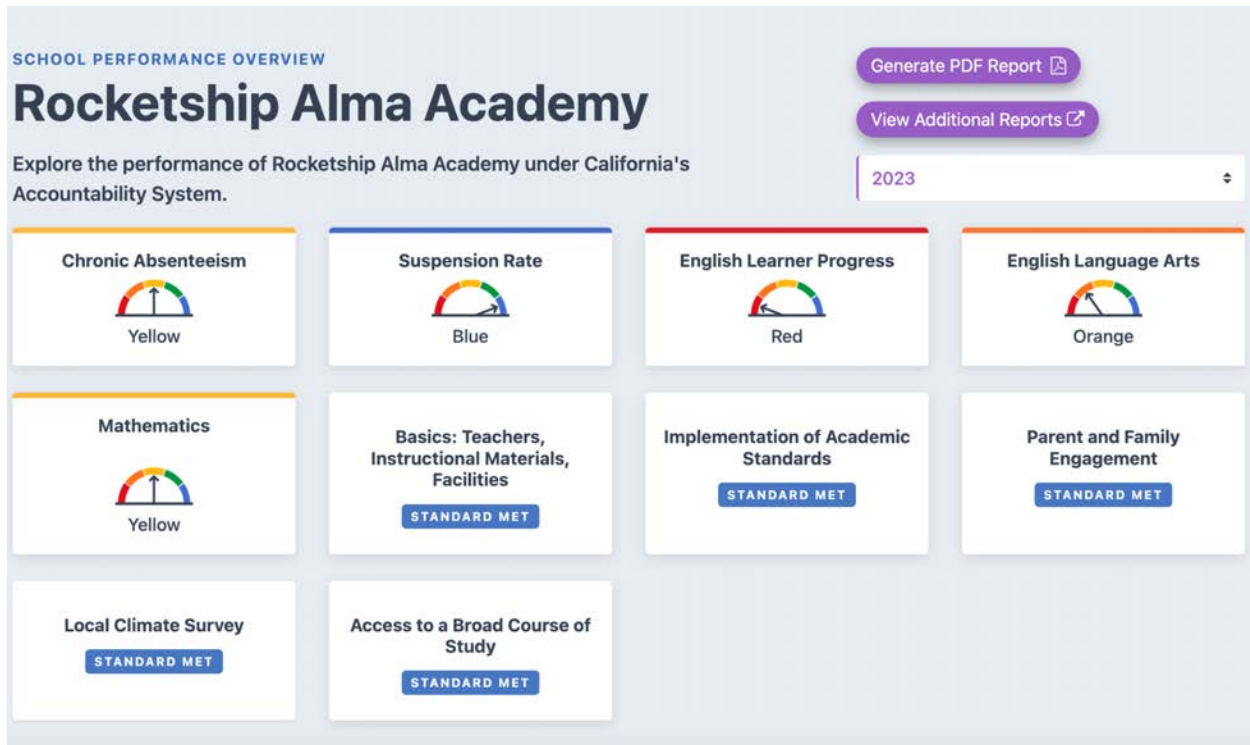
#### CA DASHBOARD: STATE ACCOUNTABILITY SYSTEM

The most recent California School Dashboard Reports for Rocketship Alma are attached to this petition as Appendix 1, and a snapshot of the overview for Rocketship Alma’s California School Dashboard Report is provided below.

The Dashboard data from 2020 and 2021 were not reported by the CDE because of state testing cancellations in 2020 due to the COVID-related school closures and optional state testing in 2021. Since data reporting/collection had been paused during the pandemic, 2022 was a new baseline year. Although unable to calculate performance levels without a change component, the state did report the 2022 current status for each metric (ranging from “Very Low” to “Very High”). The state returned to reporting performance levels in 2023.

We further note that the AB 1505 renewal framework does not set any minimum threshold, or any other objective standard of measurement, for Dashboard data for the purposes of determining renewal of middle-performing charter schools. Rather, Education Code Section 47607.2(b) instructs authorizers to *consider* the Dashboard data. Authorizers are further instructed to give greater weight to measures of academic performance under Education Code Section 47606.2(b)(2), but the statute remains silent on precisely what level of performance a charter school must show.

Therefore, the remainder of this section highlights Rocketship Alma’s Dashboard data from 2018 to 2023 for all students and student groups.



Per the California School Dashboard website, “Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year.”<sup>1</sup>



## STATE PERFORMANCE INDICATORS

Education Code Section 47607.2(b) requires authorizers to consider the schoolwide performance on the state indicators, with greater weight given to the academic indicators. In 2019, the Charter School’s ELA and Math academic indicator performance levels were Blue, the highest level. In 2023, Rocketship Alma’s ELA academic indicator was Orange and its Math academic indicator was Yellow. Rocketship Alma earned Red on the English Learner Progress Indicator in 2023, the first year ELPI was reported with a performance level.

With respect to the non-academic indicators, the Charter School’s Chronic Absenteeism performance

<sup>1</sup> <https://www.caschooldashboard.org/about/accountability>.

level earned Yellow in 2023 and Rocketship Alma’s Suspension rate has been consistently Blue, the highest level.

Table 1 reports Rocketship Alma’s historical performance levels during its charter term. The state suspended indicator performance level reporting in 2020 or 2021 due to the COVID-19 pandemic. When applicable, current statuses (“very high” to “very low”) are reported in the table for years when performance levels were not available.

*Table 1 - Rocketship Rocketship Alma’s Historical State Indicator Performance Levels*

Indicator	2018	2019	2020	2021	2022	2023
Chronic Absenteeism	Orange	Orange	N/A	N/A	Very High	Yellow
Suspension Rate	Blue	Blue	N/A	N/A	Very Low	Blue
ELA	Yellow	Blue	N/A	N/A	Medium	Orange
Mathematics	Yellow	Blue	N/A	N/A	Medium	Yellow
EL Progress	N/A	Medium	N/A	N/A	Medium	Red

Comparisons to State, Local Districts and Comparison Schools

We have included the following dashboard data to provide another analysis of Rocketship Alma’s student achievement. The San Jose Unified School District is the district in which the Charter School is located and in which a significant number of its students reside.

In 2023, Rocketship Alma was equal to or outperformed the state on four indicators and outperformed the local district on three indicators. Furthermore, Rocketship Alma earned the highest performance level on 1 out of 5 indicators.

*Table 2 - 2023 State Indicator Performance Levels: State and Local Districts*

Indicator	RSA	CA State	SJUSD
Chronic Absenteeism	Yellow	Yellow	Orange
Suspension Rate	Blue	Orange	Orange
ELA	Orange	Orange	Yellow
Mathematics	Yellow	Orange	Orange
EL Progress	Red	Yellow	Orange

The student population of Rocketship Alma may greatly differ from the state and local district due to student demographics and grades served. Table 3 below provides a more direct elementary school comparison between Rocketship Alma and local elementary schools in the surrounding neighborhood. The table includes the 2023 dashboard results for three comparison schools (elementary schools in close proximity to Rocketship Alma, serving a similar demographic of students): Ernesto Galarza Elementary, Washington Elementary, and Shirakawa Elementary. The table also outlines the demographics of the San Jose Unified School District.

*Table 3 - 2022-2023 Demographics: Comparison Schools*

Demographic	Rocketship Alma	Galarza ES	Washington ES	Shirakawa ES [Franklin-McKinley SD]	San Jose Unified (Non-Charter)
% African American	8%	3%	1%	3%	2%
% Hispanic	86%	85%	97%	52%	54%
% Socioeconomically Disadvantaged	76%	80%	86%	65%	44%
% English Learners	61%	44%	75%	43%	23%
% Students with Disabilities	13%	13%	19%	10%	14%

Sources: California Department of Education Data Reporting Office (DataQuest) and California School Dashboard. Students groups that don't meet the requirement to be reported on the dashboard are not included in this table.

Rocketship Alma was equal to or outperformed all comparison schools on Chronic Absenteeism, Suspension rate, and the Math Academic Indicator in 2023. Although the Charter School has a lower ELA Academic Indicator than one comparison school, Rocketship Alma outperformed two of the comparison schools and earned a higher Current Status than all comparison schools (reported in Table 4 below).

Table 4 - 2023 State Indicator Performance Levels: Comparison Schools

2023 Indicator	RSA	Galarza ES	Washington ES	Shirakawa ES [Franklin-McKinley]
Chronic Absentee Rate	Yellow	Red	Yellow	Yellow
Suspension Rate	Blue	Orange	Orange	Orange
ELA	Orange	Red	Red	Yellow
Math	Yellow	Red	Yellow	Yellow
ELPI	Red	Red	Green	Green

Chronic Absenteeism

The table below shows how all subgroups at Rocketship Alma scored within one level of the schoolwide indicator or higher in the years in which the indicator has been included on the dashboard. Districts across the state and country have reported higher chronic absentee rates after the 2020 COVID-related school disruptions and Rocketship Alma has experienced a similar trend.<sup>2</sup> While Rocketship Alma's chronic absentee rates remain above pre-2020 levels, the school decreased its rate by over 10 percent to earn Yellow on the 2023 dashboard.

Table 5 - Rocketship Alma Chronic Absenteeism Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Orange	Orange	N/A	N/A	Very High	Yellow
African American	Not Reported (Number of students<30 )	Not Reported (Number of students<30)			Very High	Green
Asian	Green	Orange			Not Reported (Number of students<30)	Not Reported (Number of students<30)

<sup>2</sup> Nat Malkus, "Long COVID for Public Schools: Chronic Absenteeism Before and After the Pandemic" ,American Enterprise Institute, January 31, 2024, <https://www.aei.org/research-products/report/long-covid-for-public-schools-chronic-absenteeism-before-and-after-the-pandemic/>



EL	Orange	Yellow		Very High	Yellow
Hispanic	Orange	Orange		Very High	Yellow
SED	Orange	Orange		Very High	Yellow
SwD	Red	Yellow		Very High	Yellow

Suspension Rate

Rocketship Alma has not suspended any students in the last two years and, subsequently, earned the highest performance level school-wide and across all subgroups in 2023. Rocketship Alma maintained a 0% suspension rate in 2024.

Table 6 - Rocketship Alma Suspension Rate Indicator

Indicator	2018	2019	2020	2021	2022	2023
All	Blue	Blue	N/A	N/A	Very Low	Blue
African American	Not Reported (Number of students <30)	Not Reported (Number of students <30)			Very Low	Blue
Asian	Blue	Blue			Not Reported (Number of students <30)	Not Reported (Number of students <30)
EL	Blue	Blue			Very Low	Blue
Hispanic	Blue	Blue			Very Low	Blue
SED	Blue	Blue			Very Low	Blue
SwD	Blue	Blue			Very Low	Blue

ENGLISH LANGUAGE ARTS

As described above, Education Code Section 47607.2(b)(2) requires that greater weight be given to the academic indicators on the state dashboard. Rocketship Alma’s ELA Academic Indicator performance level was Yellow and Blue pre-2020 and Orange in 2023. No reported subgroup scored more than one level below the school-wide indicator in any year.

Rocketship Alma’s ELA Academic Indicators are based on the performance of its 3rd-5th graders on CAASPP. The 3rd-5th grade 2023 cohorts were in K-2nd grade at the start of the pandemic and experienced school disruptions during a critical period in their early literacy skill development. While Rocketship Alma’s ELA Academic performance is lower than pre-2020 levels, the Charter School achieved a higher Current Status (ELA Distance from Standard (“**DFS**”)) than the local school district and all its local school comparisons [see Table 9 for additional details]. Furthermore, the continuing cohort analysis

below shows that students who were enrolled at the Charter School as 3rd and 4th graders in 2022 and continued as 4th and 5th graders, respectively, in 2023 significantly increased their average ELA DFS (see Table 14). This cohort improvement demonstrates Rocketship Alma’s progress toward academic recovery following the COVID-19 pandemic disruptions.

Table 7 - Rocketship Alma ELA Academic Indicator

Subgroup	2018	2019	2020	2021	2022	2023
All	Yellow	Blue	N/A	N/A	Medium	Orange
EL	Yellow	Blue			Medium	Orange
Hispanic	Yellow	Blue			Medium	Orange
SED	Yellow	Blue			Medium	Orange
SwD	Not Reported <i>(Number of students &lt;30)</i>	Not Reported <i>(Number of students &lt;30)</i>			Very Low	Red

**MATHEMATICS**

Rocketship Alma’s Math Academic Indicator performance level was Yellow and Blue, the highest level, prior to 2020 and all reported subgroups earned the same levels. In keeping with statewide, district, and comparison schools, Rocketship Alma’s Math performance was negatively impacted during the pandemic. In 2023 the 3rd-5th grade cohort were still recovering from the schooling disruptions during a formative period for Math skill development. Rocketship Alma’s 2023 Math Academic Indicator performance level was Yellow, however the Charter School achieved a higher Current Status (Math DFS) than the local school district and all its local school comparisons [see Table 10 for additional details]. Furthermore, the continuing cohort analysis below provides evidence of academic recovery following the COVID-19 pandemic disruptions with students who were enrolled at the Charter School as 3rd graders in 2022 and continued as 4th graders in 2023 increasing their average Math DFS [see Table 14].

No reported subgroup scored more than one level below the school-wide indicator in any year.

*Table 8 - Rocketship Alma Mathematics Academic Indicator*

Subgroup	2018	2019	2020	2021	2022	2023
All	Yellow	Blue	N/A	N/A	Medium	Yellow
EL	Yellow	Blue			Low	Green
Hispanic	Yellow	Blue			Medium	Orange
SED	Yellow	Blue			Medium	Yellow
SwD	Not Reported (Number of students<30 )	Not Reported (Number of students<30 )			Not Reported (Number of students<30 )	Not Reported (Number of students<30 )

Historical DFS Comparisons: Academic ELA and Mathematics Indicators

The information presented below shows the “current status” as another demonstration of the school’s achievement on the academic dashboard indicators, which we present as another form of analysis for the authorizer to consider under Education Code Section 47606.2(b)(2). In contrast to the official performance indicator levels, which are contingent upon a valid Change metric based on two years of state testing data, a school’s Status can be calculated as the average distance from standard -- the difference between a student’s scale score and the minimum threshold score grade level proficiency. The average DFS provides a direct comparison of absolute academic achievement between Rocketship Alma and the comparison schools and local district.

*Table 9 - Rocketship Alma Average ELA DFS (Current Status)*

School/District	2022	2022 Difference from Rocketship Alma	2023	2023 Difference from Rocketship Alma
Rocketship Alma	+0.8	-	-14.5	-
Galarza	-67.3	-68.1	-78.8	-64.3
Washington	-62.0	-62.8	-77.1	-62.6
Shirakawa	-32.0	-32.8	-18.8	-4.3
SJUSD	+2.1	+1.3	-2.7	+11.8
CA State	-12.2	-13.0	-13.6	+0.9

In the past two years, Rocketship Alma’s ELA DFS outperformed all comparison schools and the local district. Furthermore, the Charter School’s ELA DFS was a higher Current Status Designation (Low) than two of the three comparison schools that earned Very Low in 2023.

Table 10 - Rocketship Alma Average Mathematics DFS (Current Status)

School/District	2022	2022 Difference from Rocketship Alma	2023	2023 Difference from Rocketship Alma
Rocketship Alma	-12.3	-	-17.8	-
Galarza	-105.1	-92.8	-102.7	-84.9
Washington	-72.5	-60.2	-62.8	-45.0
Shirakawa	-67.4	-55.1	-47.4	-29.6
SJUSD	-33.4	-21.1	-34.1	-16.3
CA State	-51.7	-39.4	-49.1	-31.3

Similar to ELA, Rocketship Alma earned a higher DFS than the comparison schools and local district for the past two years. The Charter School’s Math DFS was over 25 points higher than any of the comparison schools in both 2022 and 2023. Furthermore, the Charter School’s Math DFS was a higher Current Status Designation (Medium) than any of the comparison schools (Low or Very Low for all comparison schools) in the past two years.

ENGLISH LEARNER PROGRESS

The English Learner Progress Indicator measures the percentage of English Learner (“EL”) students making sufficient progress on ELPAC. The ELPI based on ELPAC first appeared on the CA school dashboard in 2019 and was reported as a school’s baseline year data. Due to COVID-related school closures, data was not reported for two years and 2022 reported a new baseline year. Performance level colors were not given due to the absence of a change metric, but the CDE decided to use the ELPI status level “as a proxy for color” for the 2019 charter school performance categories.<sup>3</sup> The ELPI performance level colors were reported for the first time in 2023. In response to the ELPI results from 2023, the Rocketship Alma school leadership team, teachers, and regional support team members identified English Learner performance as a schoolwide focus area. Through targeted coaching of both designated and integrated EL instruction, our EL students experienced immense proficiency gains in 2024. As such, we anticipate transformational ELPI growth in 2024.

*Table 11 - Rocketship Alma English Language Progress Indicator*

Subgroup	2018	2019	2020	2021	2022	2023
All	N/A	Medium	N/A	N/A	Medium	Red

**LOCAL INDICATORS**

Education Code Section 47607.2(b)(1) also requires the authorizer to consider performance on the local indicators. Performance on local indicators is rated through one of three designations: (1) Standard Met; (2) Standard Not Met; or (3) Standard Not Met for Two or More Years.<sup>4</sup>

As shown in Table 12 below, Rocketship Alma has met the standard in all categories of the five Local Indicators in all reported years.

*Table 12 - Rocketship Alma Local Indicators*

Category	Local Indicator	2018	2019	2020	2021	2022	2023
Academic Performance	Implementation of Academic Standards	Standard Met	Standard Met			Standard Met	Standard Met
	Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met			Standard Met	Standard Met

<sup>3</sup> California Department of Education, “Determining Charter School Performance Category”, <<https://www.cde.ca.gov/ta/aC/cm/documents/determinecharterperf.pdf>>

<sup>4</sup> See <https://www.caschooldashboard.org/about/faq>.

Conditions and Climates	Parent and Family Engagement	Standard Met	Standard Met	N/A	N/A	Standard Met	Standard Met
	Local Climate Survey	Standard Met	Standard Met			Standard Met	Standard Met
Academic Engagement	Access to a Broad Course of Study	Standard Met	Standard Met			Standard Met	Standard Met

**MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT**

Education Code Section 47607.2(b)(3) requires that charter schools provide “clear and convincing evidence” of academic progress of at least one year’s growth for each year that the school has been in operation, as measured by verified data. In contrast to the Dashboard requirements of Education Code Section 47606.2(b)(1) and (2), this component of the renewal framework does include a threshold - one year. The remainder of this section provides a multitude of data from various verified assessment measures and for different student populations. The data clearly demonstrates that Rocketship Alma’s students - as a whole, as broken down by Student Groups, and as cohorts of students who have been at the Charter School throughout its tenure - have largely made at least one year’s growth for each year of the school's charter term.

**ACADEMIC INDICATOR DFS**

If a student’s individual DFS is constant or increases from the prior year, the student achieved at least one year of grade-level growth. Similarly, if the DFS of a school or subgroup is constant or increasing, the entity has met a year of growth on average. Furthermore, a DFS increase of 15 points or more is classified as “increased significantly” and a change within +/-3 points is classified as “maintained” for the ELA and Mathematics Academic Indicator change metrics.

Rocketship Alma’s overall school and all subgroup results demonstrated one year of growth in ELA the two years prior to 2020 with significant increases in the ELA DFS. After its Math DFS declined in 2018, Rocketship Alma significantly increased its Math DFS in 2019. The Charter School’s overall ELA and Math DFS declined in 2023, but the cohort composition should be taken into consideration. As stated in an earlier section, the 3rd-5th grade 2023 tested cohorts were greatly impacted by COVID-19 school disruptions and academic recovery is still ongoing. Rocketship Alma’s continuously enrolled cohort analysis below demonstrates that students were achieving sufficient growth in 2023 [See table 14].

*Table 13 - Rocketship Alma Average DFS and Change (2017-2023)*

Subgroup	2017	2018	2018 Change	2019	2019 Change	2022	2023	2023 Change
<b>ELA</b>								
All	-33.2	-13.1	<b>+20.2</b>	+19.3	<b>+32.4</b>	+0.8	-14.5	<b>-15.3</b>
EL	-34.6	-15.1	<b>+19.6</b>	+19.5	<b>+34.5</b>	-21.2	-23.8	<b>-2.5</b>

Hispanic	-42.2	-24.2	<b>+18.0</b>	+13.0	<b>+37.2</b>	-8.4	-22.6	<b>-14.3</b>
SED	-39	-17.3	<b>+21.7</b>	+17.0	<b>+34.3</b>	-5.9	-15.3	<b>-9.4</b>
SwD	n<30	n<30	<b>N/A</b>	n<30	<b>N/A</b>	-76.3	-82.8	<b>-6.5</b>
<b>Mathematics</b>								
All	-1.7	-10.8	<b>-9.2</b>	+22.8	<b>+33.6</b>	-12.3	-17.8	<b>-5.5</b>
EL	-4.9	-10.0	<b>-5.1</b>	+21.4	<b>+31.4</b>	-27.6	-22.3	<b>+5.3</b>
Hispanic	-9.0	-19.0	<b>-10.0</b>	+18.7	<b>+37.7</b>	-24.2	-26.6	<b>-2.4</b>
SED	-5.6	-13.5	<b>-7.9</b>	+19.7	<b>+33.2</b>	-15.0	-17.1	<b>-2.1</b>
SwD	n<30	n<30	<b>N/A</b>	n<30	<b>N/A</b>	n<30	-100.1	<b>N/A</b>

Note: Change metrics are reported directly from state data files. The difference of the rounded DFS reported may slightly differ from the CDE's calculated change using the precise values.

Because the specific students included in a school or subgroup's DFS calculations will change each year, it is informative to look at how the average DFS progresses for continuously enrolled cohorts. The table below shows 6 different cohorts with growth during the period of Rocketship Alma's charter ("continuously enrolled students"). Continuously enrolled students have consistently improved DFS between 3rd-4th grade and between 4th-5th grade in ELA. In 2023, the continuously enrolled students improved their average Math DFS between 3rd-4th grade while there was a slight decline between 4th-5th grades.

Table 14 - Rocketship Alma Growth of DFS (CAASPP) for Continuously Enrolled Students

School Years	3rd Grade	4th Grade	Change	4th Grade	5th Grade	Change
<b>ELA</b>						
2017 to 2018	-43.1	-3.8	<b>+39.3 improvement</b>	-38.0	-12.9	<b>+25.1 improvement</b>
2018 to 2019	-17.2	+22.0	<b>+39.2 improvement</b>	-34.9	+12.7	<b>+47.6 improvement</b>
2022 to 2023	-14.5	-1.2	<b>+13.3 improvement</b>	+6.7	+30.3	<b>+23.6 improvement</b>
<b>Mathematics</b>						
2017 to 2018	+0.2	-5.7	<b>-5.9 decline</b>	-11.6	-34.3	<b>-22.7 decline</b>
2018 to 2019	+14.0	+19.4	<b>+5.4 improvement</b>	-27.8	+6.2	<b>+34.0 improvement</b>
2022 to 2023	-15.3	-4.6	<b>+10.7 improvement</b>	-15.6	-18.8	<b>-3.2 decline</b>



**NWEA MAP**

As described above, Education Code Section 47607.2(a)(3) requires charter schools to provide clear and convincing evidence of one year’s progress for each year in school, as demonstrated by “verified data.” Education Code Section 47607.2(c) further defines “verified data” as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” The SBE published an approved list of valid verified data sources which includes MAP Growth by NWEA, Grades K–12.<sup>5</sup> The Charter School has consistently administered the Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”), a nationally-normed assessment recognized across the nation as a high-quality and valid assessment. More than 8,500 schools in the United States, including more than 450 districts and school partners in California, use NWEA MAP.<sup>6</sup>

The CDE’s recommended growth metric for NWEA is the Conditional Growth Index (“CGI”), a standardized normed growth measure. The CGI calculates the difference between a student’s observed growth and the expected growth based on their grade-level peers (aka their growth norm) and then divides by the growth standard deviation to produce a standardized measure that can be used to compare growth outcomes across student groups and grades.<sup>7</sup> According to the NWEA guide to using CGI for AB 1505 renewal standards, a CGI range between -0.2 and +0.2 can be used as an approximation of one year’s growth.<sup>8</sup>

Rocketship Alma’s students have achieved at least one year of growth as demonstrated by the school’s NWEA MAP average CGI. Table 15 below shows Rocketship Alma’s average school-wide CGI was either within the one year’s growth range or above it. Blue cells indicate accelerated growth above 0.2, green cells indicate one-year growth and orange cells indicate growth that was less than one year. For most of the charter term, Rocketship Alma achieved accelerated growth in both Mathematics and Reading with CGI averages above 0.2. Furthermore, the Charter School’s major subgroups also largely made at least one year’s progress as measured by the NWEA MAP assessment.

*Table 15 - Average NWEA Conditional Growth Index at Rocketship Alma (2018-2024)*

Student Group	2017-18	2018-19	2019-20*	2021-22	2022-23	2023-24
<b>Mathematics</b>						
All students	0.84	2.21	0.76	0.81	0.52	0.14
EL	0.93	2.35	0.85	0.78	0.54	0.14
Hispanic	0.81	2.19	0.72	0.76	0.51	0.09
Asian	1.14	n<30	n<30	n<30	n<30	n<30

<sup>5</sup> <https://www.cde.ca.gov/sp/ch/verifdataacadprogress.asp>

<sup>6</sup> <https://www.nwea.org/state-solutions/california/>

<sup>7</sup> [https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en\\_US](https://connection.nwea.org/s/article/Conditional-Growth-Index?language=en_US)

<sup>8</sup> <https://calauthorizers.org/wp-content/uploads/2023/10/NWEA-Using-MAP-Growth-Data-for-AB1505-Guidance-Documents-MAY23.pdf>

Black	n<30	n<30	0.84	0.95	0.59	0.22
FRPM	0.82	2.17	0.72	0.78	0.53	0.05
SwD	0.85	2.69	0.08	0.67	0.45	-0.10
<b>Reading</b>						
All students	0.48	1.38	0.48	0.72	0.24	0.17
EL	0.51	1.38	0.57	0.64	0.21	0.14
Hispanic	0.46	1.35	0.42	0.69	0.20	0.14
Asian	0.43	n<30	n<30	n<30	n<30	n<30
Black	n<30	n<30	0.71	0.80	0.42	0.28
FRPM	0.47	1.35	0.48	0.70	0.21	0.11
SwD	1.02	2.39	0.34	0.65	0.45	-0.43
<p>* Growth reported is Fall-to-Winter because spring assessment unable to be administered due to COVID school closures  <i>Growth based on 2020 NWEA Norms</i></p>						

**Conclusion**

RSA is proud to have earned “middle-performing” status. In accordance with the applicable legal standard, the Charter School is entitled to default approval of this charter renewal petition, for a five-year renewal term.

**RSA AS PART OF THE ROCKETSHIP EDUCATION NETWORK**

Rocketship’s story began back in 1999, when Father Mateo Sheedy, Pastor of Sacred Heart Parish, created the Juan Diego Scholarship to Santa Clara University. After an extensive search for candidates, Father Mateo was surprised to discover that of the hundreds of children in his parish, none of them met the basic academic requirements to qualify them to attend their hometown college, or any other top-tier university.

Father Mateo immediately began researching ways to solve this problem. He soon became convinced that the public schools around his parish were failing to educate the students in his church. He decided that the children of his parish needed to have an alternative to their neighborhood district school.

Unfortunately, Father Mateo Sheedy passed away too soon, but his movement lived on. In 2006, his parishioners approached John Danner and Preston Smith—two educational entrepreneurs who were developing a new model for schools in low-income neighborhoods. John Danner, a former software engineer, was interested in the ways technology could help personalize education. Preston Smith was a young principal at a promising elementary school in San Jose who recognized the impact empowered teachers and engaged parents can have on student success.

Rocketship Mateo Sheedy Elementary opened soon after and our students quickly showed strong results in academic achievement. In fact, Rocketship Mateo Sheedy became the highest ranked low-income elementary school in Santa Clara County and the seventh ranked school in California. As more families joined the waiting list, we realized the need for even more high quality schools in the San Jose community. The founders decided to expand its nonprofit benefit corporation, Rocketship Education, to serve other schools in the neediest neighborhoods.

Rocketship Education has taken the successful model pioneered at Rocketship Mateo Sheedy Elementary School and translated it into critical systems necessary for successful replication. As described above, Rocketship Education provides each of its schools with systems and support for Curriculum, School Leadership, operations, Finance, Legal, Online Technology, Human Resources, and other services. By capturing best practices, Rocketship Education allows each of its schools to avoid many of the startup hurdles faced by most charters and quickly produce strong academic results and a solid school culture by focusing on the key levers that drive student achievement.

As of the 2023-24 school year, Rocketship operates thirteen schools in California. Ten of these schools are in San Jose, where we have grown to become a well-established presence over the past decade. We also have a campus in Redwood City, which opened in the 2015-16 school year. Rocketship also operates two schools in the East Bay.

RSA is part of a network of high-performing charter schools that is centrally governed and operated by Rocketship Education, a non-profit public benefit corporation with 501(c)(3) status. As further described in Element D below, Rocketship Education is governed by a Board of Directors comprised of diverse and experienced community leaders with a broad range of expertise in relevant fields, including academics, education reform, community engagement, finance, management, real estate, law, and fundraising.

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students' parents regarding issues of significance and to weigh the input and opinions carefully before taking action.

In addition to benefiting from a deeply experienced Board of Directors, RSA receives support from our centralized network staff. As we have expanded our network and impact over the past decade, we have focused on building organizational capacity to support a robust network of high-quality schools in historically disadvantaged communities. We have worked to develop and consistently apply strong functional expertise in each of the areas that comprise the complexity of school management (i.e. academic and social-emotional instruction, talent, community relations, finance, strategy, operations, legal, technology, human resources). Our centralized management structure is further described in Element D below.

## ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.”*

- Education Code Section 47605.6(b)(5)(A)(i)-(ii)

## MISSION, VISION, AND MODEL

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every Rocketeer we serve. Our non-profit network of public elementary charter schools propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

### **Our Vision**

Equal access to opportunity for all.

### **Our Mission**

To catalyze transformative change in low-income communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community.

### **Our Pillars**

The Rocketship model is built on three foundational pillars of excellence:

**Personalized Learning** - Tailoring instruction, content, learning experience, and pace to unleash the potential of every student.

**Talent Development** - Investing in the growth and development of every team member to unleash their full potential in the classroom and beyond.

**Parent Power** - Unleashing the power of parents to champion their children’s education, hold leaders accountable, and enable high-quality public schools to thrive.

### **Rocketship Model**

Unlike traditional elementary schools, students at Rocketship rotate between four content blocks every day: Humanities, STEM, Learning Lab and Enrichment. This model allows us to improve student outcomes by developing teachers who specialize in either STEM or Humanities. Content specialization also means our teachers collaborate together to develop classroom management strategies, create lesson plans, and engage parents.

Our teachers lead the learning process for every single student we serve in both whole group grade level instruction and differentiated instruction that meets students at their individual level. Independent learning, small group tutoring, and adaptive online learning programs augment teacher-led instruction and provide valuable time for students to develop more ownership of their learning and achieve the mastery they need to advance. This carefully orchestrated combination of instructional methods is made possible through robust and regular data streams that map precisely where students need support to achieve mastery – from concept acquisition all the way through practice and repetition. This is how we ensure we are purposeful in our use of technology, targeted in our tutoring, and optimizing our teachers’ talent and instructional time.

We educate the whole child at Rocketship. We pride ourselves on creating schools that promote our core values of persistence, empathy, responsibility, and respect. We also supplement our core instruction in Humanities and STEM with social emotional learning and positive behavior interventions and supports. All our schools offer a diverse array of enrichment classes, selected in partnership with our parents, such as art, nutrition, gardening, music, dance, and more. Delivering a well-rounded education builds the critical thinking, team work, character skills and values that our Rocketeers need to thrive in school and life.

Rocketship schools are community schools. Across all our schools, families are deeply engaged in their student’s academic life and our school community. Our parents name our schools, help design the enrichment offering, and select the school’s unique fifth core value. Then, every fall, our teachers and leaders visit the home of every student we serve to learn more about their family, life, and experiences outside of school. By changing the dynamic from parent in a teacher’s classroom, to teacher in a parent’s house we are able to develop much deeper ties with our parents that carries through the school year and beyond. Additionally, Rocketship Alma is a proud participant in the statewide California Community Schools Partnership Program (“**CCSPP**”), having been awarded a multi-year grant which supports the amazing work of our Care Corps Coordinator (providing services and referrals for at risk families) and our Wellness Counselors (providing mental health supports and social-emotional interventions for our rocketeers with Tier 3 social and behavioral needs).

We staff every Rocketship campus with a principal, assistant principals, a business operations manager, and an office manager. Together, they lead a team of teachers, tutors, enrichment coordinators, and support staff who collectively deliver gap-closing, personalized instruction to students from pre-K to grade 5. Principals and assistant principals provide instructional leadership and professional development by regularly observing classrooms, providing continuous feedback, co-planning units of study and lesson plans, and leading data analysis cycles. Office managers lead our family engagement and student information systems. And our business operations manager (“**BOM**”) helps ensure the school has a consistent culture across all spaces, manages school logistics and compliance, keeps our students safe, and ultimately enables instructional staff to focus on teaching and learning.

We believe that all children have potential and that great public schools unleash that potential. But the quality of public education in our country today still depends on where you live and how much money your parents earn. We are building a movement to create educational equity in disadvantaged communities across our country. As demonstrated in the Stanford CREDO study of over 3 million public

school students, Rocketship Public Schools was highlighted as a “gap busting” public charter school network that is providing empirical proof that high-quality public education is possible anywhere (see Appendix 2 for the full Stanford CREDO National Charter School Study). In short, we still have a long way to go to realize our vision of equal access to opportunity for all, but the progress we are making for the students and families we serve is transformational.

**SCHOOL POPULATION – WHOM THE SCHOOL IS ATTEMPTING TO SERVE**

As described above, Rocketship’s program is designed to serve students who are or may be at risk of achieving below grade level. The average Rocketship student is between one and two years behind grade level upon entry. RSA will continue outreach efforts to students from predominantly socio-economically disadvantaged neighborhoods where access to high-quality, high-performing schools is limited. As Table 16 below shows, the vast majority of RSA students that we serve are socioeconomically disadvantaged (“SED”). The majority of our students at RSA are also Hispanic/Latino. We also serve a significant percentage of English learners and students in special education.

Table 16 below shows the demographic breakdowns at RSA at the time of submission of this petition for charter renewal.

*Table 16 - Demographic Percentages at RSA*

School Year	SED	EL	Hispanic	Black	Asian	White	Special Education
2012-13	83.5	70.6	85.5	1.6	9.8	1.8	5.5
2013-14	81.6	61.4	85.0	2.2	9.1	1.5	5
2014-15	90.5	47.3	83.8	2.8	10.1	1.0	4.9
2015-16	92.5	45.6	85.1	3.4	8.0	0.9	6.8
2016-17	85.5	47.7	83.2	4.1	8.2	1.1	6.1
2017-18	88.7	48.1	86.4	4.7	6.4	1.2	7.2
2018-19	85.1	39.8	83.7	6.5	5.6	2.9	8.0
2019-20	80.4	53.8	86.1	6.3	3.5	2.0	8.4
2020-21	82.7	55.6	84.8	8.0	3.9	2.1	10.7
2021-22	77.1	59.7	83.5	8.7	4.7	2.3	10.3
2022-23	78.1	59.8	85.6	7.8	3.9	2.1	11.7
2023-24	75.7	61.4	86.1	8.0	2.7	2.5	12.7

RSA enrolls approximately 525 students. Table 17 below shows the enrollment numbers at RSA over the past five school years.

We expect this to remain steady over the next five years, as further shown in our Budget Narrative, attached as Appendix 3 and incorporated into this petition. To absorb expected attrition, the Charter School will continuously enroll vacated spaces to maintain its enrollment numbers. Attrition is primarily driven by families leaving the area and is similar to other Rocketship and high-performing charter schools in the area. Currently, Rocketship uses PowerSchool for student attendance accounting and reporting.

*Table 17 - Enrollment Numbers at RSA*

School Year	TK	K	1	2	3	4	5	Total
2012-13	0	247	115	71	57	0	0	490
2013-14	0	127	212	116	63	63	0	581
2014-15	0	111	117	181	100	56	48	613
2015-16	0	66	101	102	164	80	49	562
2016-17	0	108	61	91	86	141	50	537
2017-18	25	82	91	58	85	73	99	513
2018-19	50	104	83	88	60	81	56	522
2019-20	24	112	89	82	87	57	58	509
2020-21	25	81	105	91	80	84	48	514
2021-22	26	85	81	99	84	73	68	516
2022-23	32	89	88	80	91	78	57	515
2023-24	38	76	89	88	80	87	68	526

RSA currently serves students in grades TK-5.

## OUR EDUCATIONAL PHILOSOPHY

### WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21<sup>ST</sup> CENTURY

We believe that an educated person in the 21<sup>st</sup> century possesses a depth and breadth of academic and critical life skills that will enable him/her to develop into a self-motivated, competent, lifelong learner.

The academic skills that we strive for our students to develop are rooted in critical thinking, problem-solving, and meta-cognition. To meaningfully contribute to and participate in this increasingly global society, we believe that students must not only possess an extensive knowledge base, but also skills on how to analyze and access more information. Students must be prepared to apply things they have learned to solve novel problems, think critically and creatively, and communicate precisely and

effectively across many different mediums. Students must be prepared to work with and adapt to rapidly-changing technological resources. Students should also have the ability and disposition to explore the thinking and learning process and to explain their rationales to others.

The critical life skills that we strive for our students to develop are rooted in a sense of self, relationship and social skills, and commitment to learning. We believe that students must be able to work cooperatively and collaboratively with diverse backgrounds, perspectives, and cultures. They will need strong and resilient social and emotional skills to be prepared to formulate healthy relationships at school, at home, and in the workplace. Through it all, students must remain focused and motivated as they learn and grow both inside and outside the classroom. Students should be motivated to pursue goals and take responsibility for academic, social, and emotional self-development.

Rocketship’s program focuses on academic and critical life skills designed to help students flourish in multiple aspects of their lives during their time at Rocketship and beyond.

---

## HOW LEARNING BEST OCCURS

Our instructional model is based on our beliefs that learning best occurs in the following ways:

- Through a thoroughly-planned, standards-aligned academic curriculum that centers on higher-order critical thinking and complex problem solving and that authentically integrates a variety of content throughout the school day.
- Through instruction in critical life skills that include teaching core values, strong behavioral skills, and habits of excellence.
- Through personalized instruction that includes targeted interventions and blended classroom-based and adaptive online learning.
- Through differentiation and integrated and focused supports for special student populations.
- Through data-driven instruction, planning, and analysis.
- Through careful selection of educators, and consistent and rigorous intellectual professional development and growth opportunities to keep teachers and staff members invested and effective.

The sections below in Element A further describe how we execute each of our beliefs.

## CURRICULUM AND INSTRUCTION

---

### STANDARDS-ALIGNED CURRICULUM

The Rocketship curriculum follows California’s adoption of the Common Core State Standards (“**CCSS**”) for English/Language Arts, English Language Development, and Mathematics; the Next Generation Science Standards (“**NGSS**”); and state standards for other content areas including Social Studies and Visual and Performing Arts.<sup>9</sup>

We understand and appreciate the rigor of the CCSS. Additionally, the CCSS-aligned Smarter Balanced assessment system tests a wide range of complex cognitive skills that require students to both engage in and articulate higher-order thinking across content areas. Our classroom instructional practices similarly

---

<sup>9</sup> Pursuant to Education Code Section 47605.6(d).



teach students to not only build skills, but then to apply their understandings in a diverse variety of tasks and settings. These practices also help further the academic skills that, as described above, we believe all educated persons in the 21<sup>st</sup> century must possess.

Our teachers develop and align their classroom practices to the rigor of the CCSS and Smarter Balanced. Rocketship’s centralized network Program Team, in partnership with the California Regional Achievement Team, is tasked with designing an intellectual preparation process to best set teachers and students up for short and long-term success. The Program Team partners with regional leaders, school principals and assistant principals, and teachers, to develop plans and materials that span from long-term curriculum maps to daily lessons. Teachers also meet regularly throughout the school year with their school-based coaches and members of the Program Team to explore content covered in various units, thinking about questions like, “*What are the key understandings and skills needed for the relevant standards?*” and “*What should students be able to do/produce if they have mastered the standard?*”

The Program Team works year-round to dissect, analyze, and further investigate the standards for all content areas that we teach. The Program Team, along with the Analytics Team and California Regional Team, also design and analyze standards-based assessments throughout the year to help further differentiate instructional materials and supports, and track student progress. Through it all, we constantly share our learnings with teachers and leaders to develop processes for receiving feedback from the “ground level.” We make adjustments as necessary to ensure that our teachers continue to feel motivated, supported, and prepared and our students continue to make significant growth.

The below sections provide further details on our curriculum and instruction.<sup>10</sup>

---

## ELA/LITERACY

### CCSS-ALIGNED INSTRUCTION

Each of the elements of our reading and writing instruction are focused on the CA CCSS for English/Language Arts and Literacy. For each of the strands called for in the CCSS (reading, writing, speaking and listening, and language, each further described below), our instruction includes the College and Career Readiness anchor standards and their accompanying grade-specific standards to ensure that our students are on track to meet end-of-year expectations.

**Reading Strand.** In accordance with the CCSS for ELA/Literacy, our reading instruction for both literature and informational text focuses on the anchor and grade-specific standards in the following areas: (1) key ideas and details (i.e. determining central ideas and themes, making logical inferences from text, analyzing how ideas and characters develop); (2) craft and structure (i.e. analyzing meaning, structure, and point of view of a text); (3) integration of knowledge and ideas (i.e. evaluating content, comparing information from multiple sources); and (4) range of reading and level of text complexity (i.e. reading and comprehending complex literary and informational texts). We also teach the reading standards for foundational skills, which include print concepts, phonological awareness, phonics and word recognition,

---

<sup>10</sup> These sections describe our instruction as it is currently being implemented in accordance with the CCSS. We constantly monitor any changes in the state standards and assessment systems and may at times adjust elements of our instruction, curriculum, and/or teaching materials to ensure that teachers and students are best equipped for mastery. In accordance with CA Education Code 47607, we will notify our Authorizer at any time should any adjustment become of the magnitude that may constitute a material revision to our charter.

and fluency. Our instructional strategies for teaching reading are further described in the following section.

**Writing Strand.** Our writing instruction focuses on the anchor and grade-specific standards in the areas of (1) text types and purposes (i.e. learning to write narratives, informative/explanatory texts, arguments, and a variety of other subgenres); (2) production and distribution of writing (i.e. producing and sharing clear, coherent and organized writing through a well-planned writing process); (3) research to build and present knowledge (i.e. assessing the credibility of sources, analyzing research, and integrating findings to support writing); and (4) range of writing (i.e. writing over short and long time frames for a variety of purposes and audiences).

**Speaking and Listening Strand.** Our speaking and listening instruction, which we integrate not only into our ELA/Literacy lessons but also throughout the entire school day, focuses on the anchor and grade-specific standards in the areas of (1) comprehension and collaboration (i.e. preparing for and participating in a wide range of conversations with diverse partners, integrating and evaluating integration presented in a variety of formats, and evaluating other speakers' reasoning and rhetoric); and (2) presentation of knowledge and ideas (i.e. presenting findings with supporting evidence, making strategic use of media and data displays to express ideas, adapting speech to a variety of tasks).

**Language Strand.** Our language instruction focuses on the anchor and grade-specific standards in the areas of (1) conventions of standard English (i.e. grammar, usage, capitalization, punctuation); (2) knowledge of language (i.e. understanding how language functions in different contexts); and (3) vocabulary acquisition and usage (i.e. using context clues to determine the meaning of unknown words, understanding figurative language and word relationships, acquiring and using a range of academic language).

Additionally, in alignment with the CCSS, we are committed to: (1) regular practice with complex texts and their academic language; (2) reading, writing, and speaking grounded in evidence from texts, both literary and informational (i.e. asking students to answer not solely from their prior knowledge but rather from a close, careful reading of the text); and (3) building knowledge through content-rich information (i.e. students are immersed in information about the world around them, especially through content-rich nonfiction). Overall, through both our whole group and small group instruction, students receive consistent exposure to both narrative *and* nonfiction text, with opportunities to synthesize their thinking verbally and in writing.

#### COMPONENTS OF OUR LITERACY INSTRUCTION

Our reading and writing instruction includes four different components to teach the standards and strands described above: (1) explicit teaching of the building blocks of literacy; (2) explicit teaching of reading comprehension skills; (3) application of the building blocks and reading comprehension skills; and (4) explicit teaching of writing skills and process.

**(1) Explicit teaching of the building blocks of literacy.** Our instructors teach phonics (sound-spelling relationships), phonemic awareness (distinguishing individual sounds within words), and language arts (word and structural analysis); and fluency.

- **Phonics:** Students will learn to relate sounds to spellings to decode words. Our instruction will include concepts like long and short vowel sounds, consonant and vowel combinations, consonant clusters, diphthongs, digraphs, and variant vowels.

- **Phonemic awareness:** Students will learn how to distinguish individual sounds (phonemes) within words. Our instruction will include activities like categorization (recognizing the “odd” sound in a word), isolation (identifying a single sound in a word), rhyming, segmenting (separating spoken words into individual sounds), and oral blending (combining individual sounds in a word).
- **Language Arts:** Our instruction will zoom in on the concept of word and structural analysis, engaging in in-depth study of topics like morphemes (i.e. prefixes, suffixes, root words), compound words, homophones, and syllabication.
- **Fluency:** Our instruction will focus on helping students acquire automaticity (rapid and automatic word recognition) and prosody (reading with phrasing and recognition of punctuation). Our teachers will build students’ fluency through modeling good oral reading, teaching students phrasing, and offering many opportunities for students to practice with guidance and support (i.e. repeated reading). Additionally, teachers will expose students to high-frequency words and sight words to allow students to focus less energy on decoding and more on comprehension during their reading lessons.

**(2) Explicit teaching of reading comprehension skills.** Reading comprehension instruction occurs at all grade levels. Teachers will identify a CCSS-aligned standard and objective for the lesson. Teachers will model the skill as well as the metacognition (thinking about the comprehension that students will be asked to do in their own reading). Teachers will read with the students, making pre-designated stops to highlight the skill and ask students to also interact with the text themselves, either in small groups or individually, and practice the skill.

Reading comprehension instruction may also take the form of a read aloud, which is emphasized more heavily in the younger grades, where teachers will use an anchor text to model a particular reading skill/strategy. The teacher will define the skill, explain why good readers use the skill, and model how to apply the skill. The teacher may also provide either a preview of the text or a summary from the previous day’s reading, including review of specific vocabulary words. The teacher will then read the text, modeling fluency, and take pre-planned pauses to do a “think aloud” to describe the comprehension strategies she is using, any comprehension problems that she is encountering as well as ways to address them, and continue to build enthusiasm and engagement about the text. Teachers will also assess comprehension of the text by posing literal, inferential, and critical thinking discussion questions.

**(3) The application of literacy and reading comprehension skills.** This element of our reading instruction occurs primarily through small group reading instruction which is the cornerstone of the literacy and comprehension skills that we teach. Our guided reading primarily occurs in small, homogeneous groups, and instruction is focused on what each individual student needs at the moment to advance in reading ability.

We use assessments as the starting point for our guided reading instruction. Our assessments, particularly the Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) assessment system, are designed to provide teachers with critical and targeted information on how students process information and read texts. Teachers will use this data to gauge students’ approximate “reading levels,” assess reading growth over time, and plan guided reading instruction. Teachers’ plans will include selecting a text that will give multiple opportunities for students to practice a skill or strategy, designing a pre-reading activity to focus students, observing and coaching students during reading, and leading a comprehension conversation to practice and assess students’ comprehension.

Our students may also practice reading comprehension through independent reading. Our teachers are trained to organize leveled libraries, which will include multiple text formats and reading levels, various

genres, a range of content areas, and appeal to students' interests. Our teachers will also set independent reading expectations with their students and develop ways to hold them intellectually accountable.

**(4) The explicit teaching and application of writing skills and the writing process.** Our writing instruction includes both teacher-driven and student-driven components.

As further described below in our Special Populations section, we also incorporate the English Language Development (“ELD”) standards into our ELA/Literacy block through both integrated and designated instruction.

#### INSTRUCTIONAL PLANNING AND PREPARATION

As described above, our teachers and school leaders are provided with a plethora of resources to effectively and efficiently plan and prepare their ELA/Literacy instruction. These include:

- Ongoing unit assessments to be administered every three to four weeks, depending on the grade level and unit
- Scope and sequence curriculum maps, which lay out the standards-aligned objectives for each unit throughout the school year
- Unit plans
- Sample daily lesson plans
- Fiction and nonfiction texts that correlate with the lesson plans, objectives, and units

For samples of Rocketship's preparation materials, including scope and sequence maps, please see Appendix 4.

---

#### MATHEMATICS

##### CCSS-ALIGNED INSTRUCTION

Our mathematics instruction is centered on the CA CCSS for Mathematics (“CA CCSSM”). Lessons incorporate the CA CCSSM's eight Mathematical Practice Standards, which are designed to develop students' broader mathematical understanding across all grade levels, as well as the CA CCSSM's Content Standards, which are a progression of grade-level specific mathematical topics.

**Practice Standards.** We believe that all students should develop the varieties of expertise that are reflected in the practice standards, as these standards are designed for all levels of mathematical maturity and will enable students to become strong in mathematics even beyond their elementary school experience at Rocketship. The eight practice standards, as well as a brief summary of what proficiency looks like for each of them under the CA CCSSM, are described below.

- Make sense of problems and persevere in solving them: Proficient students will be able to explain to themselves the meaning of a problem, plan a solution pathway, consider analogous problems, monitor and evaluate progress toward a solution, and check their answers using a different method.
- Reason abstractly and quantitatively: Proficient students will be able to make sense of quantities and their relationships, create a coherent representation of the problem at hand, consider the units involved, and know how to use different properties of operations and objects.
- Construct viable arguments and critique the reasoning of others: Proficient students will make conjectures and build ways to explore them, recognize and use counterexamples, make plausible

arguments about data, distinguish logical vs. flawed reasoning, justify and communicate their conclusions

- **Model with mathematics:** Proficient students will apply the mathematics they know to solve problems arising in everyday life (even if this is as simple as writing an addition or subtraction equation to describe a situation). Proficient students will also be able to identify important quantities in practical situations and map relationships using tools such as diagrams, two-way tables, graphs, flowcharts, and formulas.
- **Use appropriate tools strategically:** Proficient students will be able to consider the available grade-appropriate tools when solving a problem, make mathematical models, and identify external mathematical resources.
- **Attend to precision:** Proficient students will use clear definitions, articulate the meaning of chosen symbols, carefully specify appropriate units of measure, calculate accurately and efficiently, and provide explanations of their reasoning.
- **Look for and make use of structure:** Proficient students will discern patterns, deconstruct equations, and shift perspectives.
- **Look for and express regularity in repeated reasoning:** Proficient students will look for repeated calculations and shortcuts, notice regularity, and maintain oversight of calculations they are working to solve.

***Content Standards.*** While the practice standards describe the ways in which mathematics learners should be engaging with subject matter, the content standards include the actual grade-specific subject matter. They are designed to work in conjunction with the practice standards. The CA CCSSM Content Standards identify several “critical areas” of focus for each grade level, on which we center our mathematics instruction.

- **Kindergarten:** (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.
- **Grade 1:** (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- **Grade 2:** (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using units of measure; and (4) describing and analyzing shapes
- **Grade 3:** (1) developing an understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions; (3) developing understanding of the structure of rectangular arrays and area; and (4) describing and analyzing two-dimensional shapes.
- **Grade 4:** (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- **Grade 5:** (1) developing fluency with addition and subtraction of fractions, and developing understanding of multiplication of fractions and division of fractions; (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

To best meet the demands of the CCSS, our math instruction will include all of the following elements at all grade levels:

- Instruction and learning activities focused on math concepts and application of understandings
- Explicit instruction on math vocabulary and language
- Spiral review on concepts already covered, with a specific focus on application of understandings across a diverse range of concepts
- Protected intervention and corrective instruction time during the STEM block
- Well-designed routines closely matched to grade-level content and the development of number sense and math strategies (calendar math, oral fluency, e.g.)

In order to accomplish all of these each day, it is imperative that our STEM blocks are designed to make the most of every minute, and ensure that the teacher is able to be as impactful as possible with their time and attention.

**Core Grade-Level Instruction.** To address the mathematical standards at each grade level, we utilize Eureka Math as our core curriculum. The Eureka block is the portion of the math instructional block where new skills are taught. While the breakdown of each component varies slightly by grade level and lesson, a typical Eureka block consists of the following components:

- **Fluency:** Activities are strategically designed to both provide necessary practice on critical fluencies for the grade level and to prime students for the day's objective.
- **Application Problem:** This component focuses on developing students' ability to comprehend story problems through the read-draw-write framework.
- **Concept Development & Problem Set:** The new objective for the day is introduced, building towards independent practice.
- **Student Debrief:** Students engage in discussion of the day's objective to solidify their understanding.

The math lesson begins with fluency activities. These activities are meant to provide necessary practice with fluency skills, including counting, fact fluency, and automaticity with current-module skills. A typical Eureka lesson contains more fluency activities than can reasonably be completed in the allotted time in the block. Teachers strategically select activities that align to their students' areas of need while incorporating a variety of different activities over the course of a week or topic.

A typical math lesson then includes an application problem before transitioning to the concept development portion of the lesson. The application problem serves a number of different purposes in the lesson.

- It provides consistent exposure to and practice with understanding word problems and gives an opportunity to teach and practice the Read-Draw-Write comprehension strategy.
- It serves as either a review of previously taught content or as an entry point to the day's lesson.
- It is important to note that to achieve the purpose of the application problem, it does not need to be fully completed and debriefed every day. For example, if students need additional support in drawing a model to support their comprehension of a story problem, the teacher could choose to focus just on that aspect of the problem-solving process and continue supporting the student in subsequent lessons.

Concept development is the component of the math lesson where new content is taught. Rather than following a more traditional I do - we do - you do structure, concept development is meant to be a shared experience where students are actively engaged in the understanding of a new concept through discourse and guided problem-solving.

While concept development is meant to be a teacher-led, guided experience, the problem set provides an opportunity for students to engage in practice independent of the teacher. This does not mean that students cannot receive help on the problem set – group work can be utilized during this time, and the teacher should be coaching individual students and addressing whole-class misconceptions as needed. However, providing students with the opportunity to engage in productive struggle during this portion of the block is critical to their learning process.

The student debrief follows the independent problem set and provides an opportunity for students to discuss and synthesize their learning before concluding the day's lesson. A strong student debrief should focus on a common misconception from the lesson (guided by the debrief questions provided in the lesson plan), allow opportunities for all students to engage with each other in discourse, and end with a transferable stamp of the key takeaway. The student debrief is followed by the exit ticket.

***Spiral review.*** Spiral review is critical to ensure our learners are repeatedly engaging with content and applying their burgeoning understandings to a wide assortment of contexts and challenges. This block also keeps skills fresh in the minds of students and allows teachers opportunities to shore up small misconceptions, review key vocabulary, and investigate application of previously learned content in new situations. There are two main forms of spiral review: math meeting (Grades TK & K) and math board (Grades 1-5).

- **Math meeting:** Math Meeting is a daily routine in the TK & K classroom, where students practice routinized skills (e.g. counting), explore the calendar for math patterns, and spiral review previously taught content. At the beginning of the year, math meeting is a group exercise, while students become more independent as they become more familiar with the routine. Kindergarten students start the year with math meeting, and transition to math board by the end of the year in preparation for Grade 1.
- **Math board:** Math Board is a review worksheet with 4-6 problems aligned to previous objectives and skills. Students spend the first half of their spiral review time completing these math board problems independently. Teachers then use the remaining spiral review time to review 1-2 targeted problems as a class, focusing on key misconceptions from their formative assessment data or important background knowledge required for upcoming content. For maximum effectiveness, math board can be differentiated to reach students at different levels.

**Intervention and Corrective Instruction.** While strong tier 1 instruction on grade-level content is foundational to a student's success in a Rocketship math classroom, we know that some students will need additional instructional support to show mastery. This support needs to address both unfinished foundational learning and misconceptions about current grade-level content. As a result, our vision for remediation is two-pronged and seeks to balance **proactive** intervention (addressing foundational learning) and **responsive** reteaching (addressing current grade-level content).

Responsive instruction, just like any portion of the math block, is at its best when it is data-informed. Effective responsive instruction relies on a variety of assessment data:

- Exit tickets, topic quizzes, and module assessments to provide data on mastery of grade-level content
- Diagnostic assessments and universal screeners to place students along a continuum of foundational knowledge that allow access to grade-level content.

Our approach to addressing unfinished foundational learning relies heavily on the approach laid out in Accelerate, Don't Remediate, a TNTP report from 2021 (Appendix 5). We believe that by addressing unfinished learning right as it becomes necessary to access grade-level content, we can both close gaps and help students find success with the rigorous work expected of them at their grade level. We utilize the Bridges intervention curriculum to support students across all tiers of support.

Bridges offers targeted supplemental instruction that aligns with core mathematical curricula, providing essential support to students whose instructional needs are not met through the Eureka curriculum alone. Bridges' detailed lesson plans align with the CPA (concrete-pictorial-abstract) continuum utilized in Eureka and focus on building conceptual understanding.

Even the most skilled teachers will not reach 100% mastery with every objective they teach. Responsive reteaching seeks to address precise misconceptions so that students can increase their proficiency with concepts in their journey towards grade-level mastery. Effective responsive reteaching is data-informed and follows analysis of an assessment, such as a topic quiz or module assessment, to both identify students who require additional support and specific misconceptions that need to be addressed. It is most often taught in a small-group setting but can be taught whole-group as indicated by data.

Responsive reteaching is not simply reteaching a lesson in the same way it was initially presented – to effectively reteach or remediate a misconception, content must be taught in a different way. The most common lesson model for responsive reteaching is a teacher model followed by a gradual release towards independent practice. All responsive reteach lessons should end with some sort of formative assessment to help teachers determine if student mastery increased as a result of their instruction.

## INSTRUCTIONAL PLANNING AND PREPARATION

The need for solid planning and intellectual preparation is especially important to ensure that teachers leverage the interconnectedness of the CCSSM Practice and Content Standards. As described in Section A above, our teachers and School Leaders are provided with many resources to help them effectively plan and execute their mathematics instruction. These include:

- **Scope and Sequence Map:** This is a curriculum map that identifies the key practice and content standards, skills, and concepts to be taught throughout the year as well as the assessments to be used to track and evaluate progress.
- **Intellectual Preparation Resources:** All school leaders and teachers are provided with guidance on strong intellectual preparation, including lesson planning checklists, exemplar intellectual prep, and module launch meeting agendas.



- Curriculum-Specific Resources: All teachers have access to Eureka Math’s vast suite of resources to support understanding of content at a lesson and module level.

For samples of our preparation materials, please see Appendix 4.

---

## SCIENCE AND SOCIAL STUDIES INSTRUCTION

### INTEGRATED CONTENT INSTRUCTION

At Rocketship, we have three main learning spaces: the Humanities classroom, the STEM classroom, and the Learning Lab. As further described above, the Humanities classroom is where we teach ELA/Literacy and social studies. The STEM classroom is where we teach mathematics and science. The Learning Lab, further described below, is where students receive targeted interventions, a variety of enrichments, and engage with hands on centers and online learning programs.

“Content instruction” describes the subject matter that students are learning about. Our primary goals for content instruction are to provide students with exposure to a wide breadth of science and social studies topics, build skills and competencies around learning investigations, foster curiosity in various types of content, and provide opportunities for students to continually practice and utilize knowledge. Because the CCSS calls for history/social studies, science, and technical subjects to be integrated into K-5 reading literacy instruction, our instructional framework is rooted in integration, with science and social studies content appearing in not only reading but also in writing, mathematics, arts, and language instruction.

Our content instruction contains four main components.

***Skills and competencies.*** We teach science and social studies skills that can be applied to various subject matter at any time (i.e. recording observations, reading maps, using timelines). We generally try to frontload skills and competencies related to our content instruction at the beginning of the school year so that students have the opportunity to apply them in an increasingly sophisticated manner.

***General content exposure.*** As described above, we aim to expose our students to a wide variety of science and social studies content to bolster curiosity and broaden their horizons in an authentic way. This is often done through reading nonfiction text, which (as described in Section A above) is a key emphasis of the CCSS.

***Explicit vocabulary instruction.*** Consistent with the goals of the CA English Language Development (ELD) standards to authentically expose students to academic vocabulary, we teach students vocabulary during our instructional blocks. For example, teachers will select domain-specific Tier 2 and Tier 3 words that are reviewed at the beginning of every reading comprehension lesson.

***Projects and investigations.*** We provide students with opportunities to conduct research, do projects, and make observations while learning new content and applying learned skills. This can occur during either the Literacy or Mathematics block, as well as through hands-on projects such as Lego Robotics in the Learning Lab.

Our content instruction model requires a high degree of communication and collaboration among classroom teachers and instructional staff, for which our rotational model and professional development

structure (further described below) are well suited. We strive to ensure that classrooms are aligned on the various skills and content being taught in science, social studies, and beyond. We also routinely analyze performance data across all content areas to plan and evaluate our instruction and ensure that instruction progresses fluidly through grade levels.

### SOCIAL STUDIES INSTRUCTION

Our Social Studies instruction is designed to provide students with an understanding of historical, cultural, and societal concepts that align with the National Council for Social Studies (NCSS) standards. The units emphasize the development of civic competence through the study of social studies strands such as history, geography, and economics.

Additionally, our Social Studies materials are designed to build upon students' knowledge progressively over time. Here is a snapshot of the key topics that are covered across the grades and how they evolve over time:

- In **Kindergarten**, students are introduced basic concepts of family and community life, setting the foundation for understanding more complex societal structures.
- In **First Grade**, students expand their idea of community by examining everyday life in different historical and cultural contexts.
- In **Second Grade**, students explore communities of early America in order to better understand the importance of civic engagement and personal responsibility.
- In **Third Grade**, students focus on significant historical changes and continuities in America by exploring Colonial times.
- In **Fourth Grade**, students broaden their understanding of history, geography, and economics by exploring topics such as the Founding Documents and Westward Expansion.
- In **Fifth Grade**, students deepen their historical knowledge by focusing on a pivotal event, Juneteenth, that highlights the complexities of freedom, citizenship, and civil rights.

Overall, our Social Studies instruction is aligned with the NCSS standards, ensuring that students develop a robust understanding of history, culture, civics, and geography. By building on their knowledge over time, students are able to better understand their community, country, and world – which is essential in preparing them to be informed and engaged citizens.

### SCIENCE INSTRUCTION

**NGSS-Aligned Instruction.** At Rocketship, we are continuing to monitor and participate in the CDE's NGSS Implementation Plan, which addresses how the CDE, schools, and community stakeholders can collaboratively work to actualize the NGSS in California classrooms.

We have participated in meetings, trainings, and workshops and developed teaching and coaching tools for NGSS-aligned instruction. We use resources that are available on the CA NGSS Digital Center, research best practices, and use high-quality sample CA NGSS-aligned assessment resources.

**Components of Rocketship Science Instruction.** Science instruction is an integral component of our model both in and out of the STEM block. We build an NGSS-aligned science unit into the STEM scope and sequence, along with including weekly science instruction in students' enrichment rotation. We also administer NGSS-aligned benchmark assessments twice a year for grades 3-5.

Our science instruction is dually focused on building content knowledge and schema, as well as using strategies to support language acquisition. We provide opportunities for hands-on experiments,

supported by the standards-aligned STEMscopes curriculum. Our units encompass the three Disciplinary Core Ideas of the NGSS:

- Physical Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of motion and stability, waves and their application in technologies, and matter and its interactions.
- Life Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of molecules and organisms, heredity (inheritance of traits), ecosystems, and biological evolution.
- Earth Sciences. Our instruction includes grade-appropriate lessons in the NGSS focus areas of earth's systems, earth's place in the universe, and the effects of global activity on the earth.

As described above, science instruction is also integrated into our Humanities and STEM blocks to ensure that students are having an authentic and meaningful experience with the content they are learning.

Specifically, the science unit taught by STEM teachers covers grade level content in a similar structure to enrichment, however two key differences allow instruction in the STEM science unit to go into greater depth because:

- **Increased in minutes in each block:** while science in enrichment will typically have a maximum of 45 minutes, the STEM block will have a minimum of 60 minutes.
- **Increased frequency of lessons:** since the science unit and lessons will be taught *in place of daily math lessons*, there will be new learning and exploration daily as opposed to 1-2x a week in enrichment.

---

## ARTS AND ENRICHMENT

Our instructional program incorporates a number of enrichment opportunities for our Rocketeers.

We have a strong focus on wellness, and as such we will aim to align our Enrichment Program to incorporate physical activity. We will administer the Physical Fitness Test (“**PFT**”) to our 5<sup>th</sup> grade students.

Each Rocketship school has at least two enrichment programs. We hire enrichment instructors who have demonstrated expertise and interest in a specific enrichment content area. Currently, RSA offers enrichment courses including athletics, arts and hands-on science. Students rotate through these courses throughout the school year to ensure that students can delve into the units in a robust and meaningful way and get to know the instructors better. (For Rocketship Alma's bell schedule, please see Appendix 6.)

Where relevant, our instructors strive to align their curriculum with the California Visual Performing Arts framework. This framework provides guiding principles, planning and implementation strategies, curriculum development, assessment resources, and professional development for instruction in dance, music, theater, and the visual arts. As with all members of our instructional staff, our enrichment

instructors receive regular coaching, training, and professional development. We continually strive to ensure that all enrichment content is rigorous, standards-aligned, and data-driven.

---

## SOCIAL-EMOTIONAL LEARNING

We believe that students must master both academic and critical life skills to truly be successful participants in and contributors to society. To this end, our instructional program includes a social-emotional learning curriculum as well as other initiatives to help students develop into confident, competent, self-motivated, and productive lifelong learners. We look to the Collaborative for Academic, Social, and Emotional Learning (“CASEL”) to define and describe our intentions when developing programs and measuring students’ social-emotional development, the CASEL Framework identifies 5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Our daily schedule reflects our value of SEL as every student begins their day with a Community Meeting that blends relationship-building elements with an SEL lesson that includes prosocial skills instruction and highlights our core values: respect, responsibility, persistence, empathy, and service. Our Tier 1 SEL Curriculum (The Shortest Distance) is designed with consideration for the CASEL framework, our Rocketship core values, and culturally responsive pedagogy.

## CORE VALUES

At every Rocketship campus, we teach four core values— respect, responsibility, persistence, and empathy. Additionally, each school chooses a fifth core value of its own. RSA’s core value is “service.” The school emphasizes service as a means to improve our school and larger community.

Core values form the basis of our behavioral instruction and management systems. At the beginning of the school year, teachers explicitly teach core values lessons in which they demonstrate what different core values look like in action. Every school also has its own system to promote/incentivize the core values, such as providing students with Positive Behavioral Intervention and Supports (“PBIS”) store stickers for their trackers that are aligned to academics and behaviors, which can be redeemed at the school store.

## LAUNCH

Each Rocketship campus begins the school day with Launch, which is a period of time for the whole school to come together around some school wide foci. This usually includes one of the core values (i.e., a “core value of the month”). During Launch, the school may also promote a particular successful student habit, such as preparedness, going above and beyond, or persisting through a challenge. Schools may also teach a new feature of an incentive or behavior management system. Launch is also a time to promote school wide academic progress. School leaders may teach everyone a word or idiom of the day or celebrate progress toward achievement goals. Finally, schools may use Launch time to foster school culture and pride and student engagement. The whole school, including the staff, may learn a song or a dance together or celebrate a particular student or classroom’s recent accomplishment.

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Positive Behavioral Interventions and Supports (PBIS) is our framework for creating learning environments that are consistent, predictable, positive, and safe. We believe that students need to be taught how to behave, and struggling students must be taught replacement behaviors.

Each school has a PBIS Team comprised of a wide cross-section of staff members, including teachers, school leaders, and operational and support staff members.

### SOCIAL-EMOTIONAL CURRICULUM

***The Shortest Distance.*** The Shortest Distance Curriculum is our own SEL curriculum which seeks to inspire crucial conversations, skills development, and storytelling in classrooms. The curriculum title is inspired by the words of Anthony de Mello, "...the shortest distance between a human being and truth is a story." By centering stories, the curriculum builds from the research-base of developmental bibliotherapy and culturally responsive pedagogy, creating an opportunity for students to see themselves and diverse community members represented in stories as they consider themselves and their world.

The Shortest Distance Curriculum ("**SDC**") provides teachers with daily lessons which are presented on slides and embedded into a daily community meeting structure which also includes relationship building activities. While some curricula provide suggested activities or skills based lessons, SDC relies on storytelling and provides guidance for teachers to lead meaningful yet brief (10-15 minutes) lessons. The slides allow teachers to provide visuals and share texts with students, additionally this format promotes a high level of fidelity to the curriculum plan (as teachers are cued and prompted to follow the lesson sequence daily through the use of the slide decks. Over the course of the week students closely listen to a text, which is read aloud. The story pairs with a weekly "commitment" or objective statement and these weekly lessons are anchored in multi-week units themed around Rocketship core values and practices such as inclusion, respect, kindness, responsibility, persistence, and mindfulness.

Our SEL approach also draws upon resources from RULER, Zones of Regulation, and the Kimochis curriculum. Along with our SEL lessons, we have developed a community meeting framework for teachers to ensure there are relationship building opportunities for students to connect, disengage stress, make commitments, and unite as a community.

---

### PERSONALIZED INSTRUCTION

"Personalized instruction" describes our overall approach to serving our Rocketeers, where we strive to give every student the right level of academic support at the right time through the right instructional method. We use a blended learning approach to further our goal of personalized instruction, in which we strategically leverage whole-group classroom instruction and activities, small-group instruction and activities, targeted customized interventions, and our suite of online learning programs. Across all content areas, teachers differentiate instruction based on a variety of assessment data. (For more information on how we use data to drive instruction, please see below.) Students may work individually or in small groups with the classroom teacher, Individualized Learning Specialist, or other service providers to address any unique needs, gaps, or learning styles.

### LEARNING LAB

As our overall approach to providing each student with the most customized and appropriate instruction for his or her unique needs, personalized learning inherently occurs throughout the entire school day. To further maximize this targeted approach, we have also set aside a specific block during each school day- the Learning Lab- to support students' individual learning needs and supplement the high-quality instruction occurring in our classrooms.

The Learning Lab is designed to be an extension of the classroom that provides valuable small-group and collaborative learning and instructional opportunities. We use this space for students to engage in age appropriate hands-on activities such as Developmental Play (TK/Kindergarten) and Lego Robotics (1st-5th grade) that target the 21st century skills of collaboration, communication, creativity, and critical thinking. During this block, some students may also work with an interventionist, called an Individualized Learning Specialist (“**ILS**”), to refine a particular skill, concept, or strategy. Students may also engage in independent leveled reading. Enrichment may also be taught in the Learning Lab block. Finally, this space may be used for students to supplement their learning through Online Learning Programs (“**OLP**”), further described below.

The Learning Lab is staffed by ILSs or classroom teachers and enrichment specialists, and it is closely supervised by our School Leaders (the Principal and Assistant Principals). The School Leaders oversee the managerial aspects (i.e. hiring ILSs and enrichment teachers, monitoring student behavior, selecting appropriate OLPs, designing and laying out the learning space). They also play a vital role in ensuring the substantive quality of the education that occurs in the Learning Lab. Our School Leaders also serve as coaches to the ILSs. They train our ILSs to use pre-selected, evidence-based intervention curricula to respond to individual student needs and engage in regular progress-monitoring of each ILS to identify areas for additional training or other supports. Along with our classroom teachers, our School Leaders also work with the ILSs to collect and analyze data from in-person and online interventions to help design personalized support for our Rocketeers. ILSs also receive the same support and professional development as classroom teachers on campus.

In addition to playing a vital role in the Learning Lab, our ILSs have invaluable short and long term benefits for our students and their families. Our ILSs often come from the communities that we serve and thus bring exceedingly important perspective into the school. We strive to have a staff body comprised of diverse backgrounds and experiences, and our ILSs are an integral part of our make-up. Our ILS model is also intended as a potential pipeline for bringing high-quality certified instructors into our classrooms. We provide support to ILSs who are interested in obtaining a teaching credential by helping them navigate credentialing requirements, teacher preparation programs, and degree programs. By investing in ILS development and supporting ILS training, we are hoping to provide our schools with a steady supply of dedicated teachers who are well-prepared, diverse, and deeply connected to the communities we serve.

For more details on the responsibilities and qualifications for various staff roles at Rocketship, please see Element F below. For further description of our rotational model, please see below.

### ONLINE LEARNING PROGRAMS

As mentioned above, part of our blended learning approach to personalized instruction includes the purposeful use of adaptive technology through OLPs. OLPs deliver many benefits, including:

- Personalized instruction delivered on a constant, reliable basis. While we believe that effective instructors are at the heart of effective instruction, the reality is that no single teacher can reach all learners at every minute. OLPs broaden the swath of students that we can effectively reach to give students additional opportunities to practice content they have learned in the classroom. This is especially critical to us given that the student population that we serve often arrives at Rocketship achieving significantly below grade level.
- Basic skill remediation. Students must develop the foundational knowledge in various content areas if they are going to successfully progress as learners. As with any classroom, our teachers’

time is limited. Allowing some of the remedial work to occur through reliable online programs (our selection process is further described below) enables students to build the foundations they need while freeing up teachers to focus their time on higher-level instruction.

- Student accountability, motivation, and engagement. Through tracking features of our various OLPs, students can assume responsibility for their own progress toward individualized learning goals.
- Data analysis. Our OLPs are a valuable data resource. The programs consistently generate a variety of data for our teachers and school leaders to analyze while planning and personalizing instruction.
- Real-time teaching. Many of our OLPs are designed to adjust content in real-time based on students' individual progress to keep students working on the most appropriate material and advancing along their individualized learning pathways.

Each OLP that we introduce to our suite undergoes a rigorous selection and piloting process to ensure that it meets our well-defined criteria. We generally look for programs that maximize adaptability, assignability, and analytics.

**Adaptability.** A program is adaptive if it automatically senses a student's gap in understanding or mastery of a skill and systematically changes the pace or lessons. Often, programs will assess student understanding through instructional lessons or intermittent mini-tests, adjusting as necessary to focus on that individual student. While our OLPs are always subject to change to reflect the latest advances in adaptive technology, our current programs that assess regularly in this fashion include Amplify Boost, Lexia Core 5, Lexia English, Reflex and IXL. Other programs, such as ST Math, utilize more extensive diagnostic assessments or pre-tests to gauge a student's level and assign appropriate instructional lessons. Through these intelligent adaptive systems, students focus on their own personalized levels, working on the skills that they need to practice most.

**Assignability.** Additionally, we leverage programs that allow for in-program assignability. Rather than giving online programs 100% control over the online content that students engage in, we balance both online assessment systems as well as teacher input. Several of our current programs, including Zearn and STMath, allow teachers to assign lessons and reorder objectives. All programs allow customization down to the individual student, allowing teachers to modify content below and above grade level as appropriate for each student. Through this balance of integrated adaptive assessments and teacher input based on other assessments, we can ensure that the programs truly match student needs, both inside and outside of the programs.

**Analytics.** The last, arguably most important, feature that we utilize in our online learning programs is the teacher analytics. These dashboards give teachers real-time data on how students are performing. They break down assessments, individual lessons and overall usage, allowing teachers to adjust both online and in-class programming. Teachers may utilize assignability features to assign specific lessons or domains of instruction or even adjust the order of objectives that classes encounter. Through these insights, teachers can ensure our programs are highly focused and continually benefiting student outcomes.

For a chart displaying the various features of our current OLPs, please see Appendix 7. As described above, students may engage with OLPs during any of the instructional blocks, including Humanities, STEM, and the Learning Lab.

---

 CALENDAR AND INSTRUCTIONAL MINUTES
EXTENDED LEARNING TIME

RSA will have at least 175 days of instruction and for each fiscal year offer, at a minimum, the following number of minutes of instruction:

- to pupils in TK and kindergarten, 36,000 minutes.
- to pupils in grades 1-3, inclusive, 50,400 minutes.
- to pupils in grades 4-5, inclusive, 54,000 minutes.

We expect a significant number of our students to arrive at Rocketship below grade level, and so we aim to provide students with maximal instructional time to make the progress that they need to catch up. We also operate on an extended school day. School runs from approximately 7:45 a.m. to 3:15 p.m. (varies slightly depending on grade level).

The number of instructional minutes that we offer for all grades will meet or exceed the state requirements (described above and found in Education Code Section 47612.5(a)(1)).<sup>11</sup> Table 18 below delineates subject areas and approximate time per grade level, but we reserve the right to adjust students' instructional minutes in each subject and learning space based on students' personalized learning needs.

*Table 18 - Rocketship Daily Minutes*

	Humanities	STEM	Launch/ Social-Emotional Learning	Total Daily Instructional Minutes	Learning Lab	Enrichment	Total Daily Minutes
<b>T K</b>	100	65	60	<b>220</b>	<b>55</b>	35	<b>375</b>
<b>K</b>	170	85	55	<b>300</b>	60	25	<b>465</b>
<b>1</b>	175	85	45	<b>295</b>	45	40	<b>465</b>
<b>2</b>	175	85	45	<b>305</b>	45	40	<b>465</b>
<b>3</b>	180	90	45	<b>325</b>	45	45	<b>465</b>
<b>4</b>	180	90	45	<b>330</b>	45	45	<b>465</b>
<b>5</b>	180	90	45	<b>330</b>	45	45	<b>465</b>

For a sample full day RSA bell schedule, please see Appendix 6.

ROTATIONAL MODEL

Our unique rotational model allows students to receive instruction in core academic subjects from specialized teachers. Students will be divided into cohorts in which they rotate to various classes throughout the day. For example, a kindergarten cohort may begin their day in the Humanities block and

---

<sup>11</sup> We define instructional minutes as minutes spent under the direct supervision of a certificated teacher.



receive instruction from a credentialed teacher who focuses on Humanities instruction. Students may also receive social studies content instruction during this time, as further described above. At the same time, a second cohort of kindergarteners will be receiving instruction from a second credentialed teacher in a separate Humanities classroom, also for 170 minutes. The third cohort of students will be in their STEM block with a third credentialed teacher who focuses on mathematics and science instruction. This cohort will spend 80 minutes in this class. The final cohort will be in the Learning Lab, overseen by a School Leader and run by an ILS, Humanities, or STEM teacher. After 85 minutes, the third and fourth cohorts switch classroom spaces. This completes the students' first half of the day. The entire grade level will then rotate. The first and second cohorts will move to either the STEM block or the Learning Lab, and swap after 80 minutes. The third and fourth cohorts will move to the two Humanities classrooms and receive 170 minutes of Humanities instruction.<sup>12</sup>

All of our teachers hold a multiple subject credential and will teach multiple subjects. However, as described above, each teacher "specializes" in particular instructional areas. Specialization allows our teachers to hone their skills and develop a profound expertise in a focused instructional area, which we believe is especially important in light of the shift to the increasingly rigorous CCSS. Furthermore, specialization encourages - indeed, necessitates - collaboration across grade levels. Not only does such collaboration require our teachers to be constantly thinking about the inherent multidimensional nature of the content that they teach, but it also ensures that each student will have multiple educators' eyes monitoring and investing in their progress.

---

#### DATA-DRIVEN INSTRUCTION

Our instructional program is profoundly data-driven. We provide constant opportunities for comprehensive and systematic assessment, analysis, goal-setting, progress monitoring, and data tracking.

#### ASSESSMENT

We use an assortment of assessments to measure students' achievement levels. These include the NWEA MAP assessment, which allows us to measure our students' proficiency against national norms for CCSS performance, and the DIBELS assessment developed by the University of Oregon, which provides teachers with a granular breakdown of students' reading ability in terms of "fundamental skills" and general comprehension skills. We also administer assessments under the CAASPP as well as the state-mandated English language assessments.

We also conduct additional bi-monthly standards-aligned assessments of each student in reading, writing, and math. These assessments drive decisions about whether students need additional classroom support or tutoring. They also allow us to progress-monitor our students throughout the year in a way that annual assessments do not.

#### ANALYSIS

Assessment data provides many opportunities to analyze and reflect on both student and teacher progress and gaps. We are deeply committed to data analysis throughout the school year.

---

<sup>12</sup> This breakdown is meant as an illustration. Depending on our enrollment, staffing, and bell schedule, the numbers may be slightly different at the Charter School.

Following administration of our major interim assessments, Rocketship holds Data Days. These are full days of professional development for teachers, assistant principals, and the principal to take a deep dive into the analysis of the data.

A key component of these data days is the identification of overall positive trends as well as any challenges and/or achievement gaps among students. This exercise then leads the teacher to begin to identify specific “focus” students within the groups where we are not yet seeing the growth we know is possible. After identifying three to five students, the teacher begins to dig deeper and identify specific instructional areas that have been challenging for these students. The teacher then sets academic goals for these students to be accomplished within the next four weeks and eight weeks. The teacher then begins to develop an instructional plan for these specific students, which is intended to ensure that the student will realize the goals that have been set for them in the next four to eight weeks. The plan is not meant to be limited to these specific students. We expect teachers to use it to guide instruction for all students facing similar challenges. Thus, by focusing in-depth on focus students, the modified instruction should be able to positively impact the student achievement of all students within this group. See Appendix 8 for sample materials from a quarterly Data Day.

### GOAL SETTING AND PROGRESS

After teachers analyze the data from diagnostic interim assessments during quarterly Data Days, students, teachers, and parents work together in a variety of ways to set and/or revisit goals to help ensure that all students are on track to make the requisite growth during the school year.

**Conferences.** Students review and discuss individual progress after each interim assessment period. Teachers prepare and review data summaries with students to identify places in which performance is on track to achieve established goals and areas in which improvements are needed. Teachers also communicate with parents (via parent/teacher conference, phone calls home, e-mails, notes in backpacks, home visits, and other mechanisms as needed) about student goals. Additionally, teachers facilitate in-person family conferences three times a year to discuss student progress and share resources that families can use at home with their students.

**Classroom Tracking.** Each classroom or grade-level publicly tracks a number of class-based and individual goals, including progress toward ELA/Literacy and mathematics benchmarks, as well as other measures such as sight word recognition, and letter/sound mastery. Each teacher defines his/her specific data-tracker approach, but all Rocketship classrooms display individual student goals and progress to student goals. For example, some classrooms use frogs that jump from lily-pad to lily-pad; others use “rocket ships” to align with school mascots. (See Appendix 9 for photos of classroom goal trackers.)

**Online Learning Programs.** Each student has individualized Online Learning Program goals for the week, which focus on individual progress during computer-based learning time. Students track progress on an internally created data platform called JetPacked. In addition to helping students build a habit of showing quality work, goal tracking helps teachers and the Individualized Learning Specialists hold students accountable for their independent work. JetPacked helps to build communication between classroom teachers, ILSs, students and parents. Parents receive biweekly updates on Mondays and Thursdays with their child’s goals for the week and progress towards those goals. (See Appendix 10 for a parent guide with instructions for OLP notification signup in English, Spanish, and Vietnamese; See also Appendix 11 for a sample parent update message.)

**School wide Recognition.** Outside of the classrooms, our entire school celebrates progress toward goals as well. Every week during the Rocketship Launch time (further described in Section F above), we celebrate achievements and give out awards based on growth and mastery. For example, we may award Reading Capes to the classes with the greatest progress on OLPs (e.g. lessons passed in iReady), or we may award “Math Medals” to the class who demonstrated the greatest proficiency on a recent formative assessment.

Furthermore, we highlight the connection between individualized goal setting and success in college by focusing on college readiness from the first day our students enter our schools. Our hallways are lined with college banners, and each student belongs to a homeroom named for a college mascot (e.g., “Bears” for UC Berkeley). Community members speak to students about college and broader experiences related to college attendance. Students and parents participate jointly in college visits to experience the excitement and diversity of a college campus. As a result, all students believe and expect that they will go to college. (See Appendix 12 for a picture of college banners in a Rocketship hallway.)

**Report Cards.** Students’ progress is shared with parents through CCSS-aligned report cards that are shared with parents online as well as printed out for parent conferences which occur at least three times annually. (See Appendix 13 for a sample report card.)

#### DATA TRACKING TOOLS

We use various tools to track and manage data, several of which are described below.<sup>13</sup>

**EdCite.** The EdCite platform provides educators with easy access to assessment items, and supports the scoring and data capture of assessments. Through EdCite, educators can administer standards-aligned assessment questions to measure the progress of their students and modify their approach as needed.

**Data Warehouse/Dashboards.** Rocketship’s data warehouse is used to collect and organize student achievement, enrollment, and attendance data. The data warehouse incorporates data from a broad set of data systems across the organization and various external platforms which the Rocketship Analytics team uses to build reports, visualizations, and dashboards for educators and school leaders. Most reports are built in Tableau, a visual analytics platform, to allow educators to access and understand the needs of their students in real time. Through the use of data dashboards, a teacher can quickly gain an understanding of which students have mastered a particular standard and the tool provides educators with both high-level and detailed comparisons of student achievement. Comparisons can be made by school, by grade, and by standard.

Approximately every four to six weeks, our teachers reassess to show student progress, as further described in Section XI.B above. To facilitate the identification of students in need of more focused support, teachers can use the data dashboards to create data displays for each class that show which students fall into each achievement category.

**DIBELS.** DIBELS is a web-based platform designed to support schools in engaging in data-based decision making within an RtI framework. Rocketship utilizes the curriculum-based measurements (“**CBM**”)

---

<sup>13</sup> As with all aspects of our instructional program, we constantly monitor development in data analysis tools. With ever-increasing sophistication of education technology, we strive to keep abreast of advances that may lead to greater efficiency and effectiveness. We may at times alter our data analysis tools and will notify our Authorizer if we plan any changes that may be sufficiently significant to require the need for a material revision to our charter.

provided via DIBELS as one of the assessment tools in the universal screening process that indicates which students are candidates for Tier 2 and Tier 3 academic interventions. Once identified students are placed in intervention, Rocketship utilizes DIBELS as our ongoing progress monitoring system, administering weekly CBMs to all students participating in Tier 2 and Tier 3 reading interventions. The data yielded by these weekly progress monitoring assessments is then utilized to make instructional decisions for each student in intervention (for example, students who have met their annual progress monitoring goal may exit back to Tier 1, and students who are not making sufficient progress may receive a more intensive and individualized level of intervention).

## SPECIAL POPULATIONS

### AT-PROMISE STUDENTS

#### MULTI-TIERED SYSTEM OF SUPPORTS: OVERVIEW AND PURPOSE

Multi-Tiered System of Supports (“**MTSS**”) is a data-based instruction and intervention model designed to efficiently identify at-promise and academically low-achieving students, match them with appropriate, evidence-based interventions, and guide teams in engaging in a clear problem-solving process to ensure that every student receives the support they need in order to achieve grade level expectations. According to the National Center for Response to Intervention, a comprehensive MTSS/RtI model contains four essential components:

1. **Universal Screening:** a systematic process for identifying a subset of students from the entire student population who are struggling academically and/or behaviorally, and are at-risk of negative short- or long-term outcomes
2. **Multi-Level Prevention System:** the service delivery model of providing a graduate sequence of intensifying interventions in order to match services to student need
3. **Ongoing Progress Monitoring:** the continual monitoring (using research-based assessment methods) of the ongoing progress of students participating in intervention, in order to assess the effectiveness of interventions for specific students and overall
4. **Data-Based Decision Making:** the utilization of student progress monitoring data to make decisions whether to intensify, modify, keep in place, or remove particular interventions or supports.

In order to support the MTSS process, we have ensured that we are implementing evidence-based interventions and supports at each level of support. In addition, we systematically monitor the implementation of interventions in order to ensure that they are implemented as intended to enable appropriate and legally defensible decision-making. Finally, we employ a structured problem-solving process that guides the school team’s behavior in: identifying the problem, analyzing the problem, developing a plan of action, implementing the plan, and evaluating the outcome of the plan.

When implemented in accordance with these guiding principles, MTSS has many potential benefits for students from diverse economic, linguistic, and cultural backgrounds. This model promises to provide equitable access to standards-based curricula for all students and reduce over-identification of students with learning difficulties, which is a longstanding problem that is especially predominant among low-income and culturally diverse populations. In the article *Cultural Considerations with Response to Intervention Models*, Klinger and Edwards state that RtI “...has dramatic implications for culturally and linguistically diverse students who historically have been disproportionately overrepresented in special

education programs...Rtl models hold promises for preventing academic failure by providing support for culturally and linguistically diverse students before they underachieve.” (pg.108).

### MTSS AND THE SPECIAL EDUCATION IDENTIFICATION PROCESS

The IDEA governs the identification, evaluation, and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Education Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent and staff requests for special education evaluation in accordance with state and Special Education Local Plan Area (“SELPA”) guidelines and regulations. If a verbal request for special education evaluation is made by a parent or staff member, the receiving staff member assists the parent in putting their request in writing. Written requests are day and time stamped by the receiving staff member and immediately delivered to the special education team, including a special education teacher, a school leader and a school psychologist. The school team then schedules a formal SST meeting, which includes the parent, to respond to the formal request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a written Assessment Plan within 15 days. Parents will be given at least 15 days to provide consent. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an Individualized Education Program (“IEP”) meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans and Prior Written Notice documents are always provided to parents in their primary language, and are accompanied by a current copy of the SELPA’s Procedural Rights and Safeguards.

### MULTI-TIERED SYSTEMS OF SUPPORT AT ROCKETSHIP

Rocketship has adopted an MTSS framework to serve our at-risk students. Our model encompasses each of the essential MTSS components detailed above.

**Universal Screening.** Rocketship utilizes a “multiple gating” process in our approach to universal screening. Multiple gating refers to the process of using the results from a variety of universal screening tools in order to ensure all students who are struggling academically or behaviorally are identified in a timely manner. For academics, our first screen is our STEP assessment. Students who fall below a certain cut point on each of these assessments are further screened using a Curriculum-Based Measurement in order to further pinpoint the specific area of academic deficit. Once that area of deficit is identified, further diagnostics are administered in order to identify specific intervention starting points for each student. For social-emotional and behavior, we use an evidence-based universal screener, the Student Risk Screening Scale. It measures both internalizing and externalizing areas of a student’s social-emotional and behavioral competencies.

**Multiple Tiers of Support.** Rocketship uses a three-tiered model to organize our instructional and social-emotional supports for all students.

- Tier 1- General Classroom Instruction: All Rocketship students participate in and benefit from the instruction and support that takes place at the Tier 1 level. Examples of academic supports that take place at the Tier 1 level include homogenous guided reading groups in the ELA

classroom, CCSS-aligned units in the math classroom, and adaptive online learning programs in the learning lab. Examples of behavioral and social-emotional supports that occur at the Tier 1 level include school wide positively stated behavior expectations, access to a school wide incentive system, and social-emotional curricula that are implemented as a component of our Positive Behavior Interventions and Supports (PBIS) model.

- Tier 2- Supplemental, Small Group Supports: Even in the best of instructional models, some students will require additional supports in order to reach grade level proficiency. At Rocketship, we have a number of evidence-based interventions that are delivered in a small group setting to students at the Tier 2 level, including but not limited to small group phonics and fluency intervention in the learning lab and small group behavior interventions (such as small group counseling and Check-in/Check-out).
- Tier 3- Intensive, Individualized Supports: Students who don't respond favorably to supports at the Tier 1 and Tier 2 levels may be referred for a more intensive level of intervention. Intervention at the Tier 3 level is more targeted and more individualized. At Rocketship, we may use an alternative curriculum which is more specifically focused on an area of skill deficit (for example, Seeing Stars, and Lindamood Bell curriculum that addresses phonemic awareness), and our interventions will also be more specifically targeted to the individual student (for example, developing and implementing an individualized behavior intervention plan). At the Tier 3 level, we may also make a referral further assessment and evaluation to determine if the student is presenting with a disability that requires special education services and supports.

***Evidence-Based Interventions.*** Rocketship utilizes a suite of evidence-based intervention resources to support students across all tiers of intervention. These include (but are not limited to):

- Academic Interventions: Systematic Instruction in Phonics and Phonemic Awareness (“**SIPPS**”), HELPS fluency routines, Seeing Stars and On Cloud 9 (Lindamood Bell), Sound Partners
- Behavioral/Social-Emotional Interventions: Check-in/Check-out (“**CICO**”), individual counseling, functional behavior assessments and positive behavior intervention plans

***Ongoing Progress Monitoring.*** Rocketship utilizes a variety of tools to conduct ongoing progress monitoring of students participating in interventions. Students participating in Tier 2 and Tier 3 academic intervention participate in weekly progress monitoring activities using curriculum-based measurements. The DIBELS assessment (further described above) is also utilized to monitor the progress of students participating in reading intervention. The progress of students participating in Check-in/Check-out is tracked daily by CICO coordinators. For our students who have a behavior intervention plan, we regularly progress monitor the frequency and duration of key student behaviors.

***Data-Based Decision Making.*** Rocketship's four to six week data cycles support the data-based decision making component of our MTSS model. On data days, school staff analyze the progress monitoring data of students who have participated in intervention in order to determine whether to continue, modify, or discontinue the intervention for each individual student. We have developed a number of protocols and structures to support school staff in engaging in this problem-solving process, examples of which can be found in Rocketship's "Pre-Referral Handbook" (See Appendix 14).

***Treatment Integrity.*** Rocketship Assistant Principals and Network Support staff conduct regular 'implementation fidelity' reviews of all staff conducting intervention using our evidence-based interventions. These reviews are not evaluatory; rather, they are designed to provide valuable feedback to intervention providers in order to ensure that intervention programs are being implemented according to their design.

**Problem-solving.** Rocketship uses a variety of structures to engage in the problem-solving component of the MTSS process. Our pre-referral process consists of Student Huddle meetings, wherein grade level teams and school leaders meet to discuss and plan supports for individual students, followed by formal SST meetings where more intensive and targeted supports can be planned. Rocketship’s current “Pre-Referral Handbook” can be found in Appendix 14.

Transparency is an important component to the MTSS framework. We regularly communicate with parents throughout the entire process, beginning with a written notification that their child has been selected to participate in MTSS interventions.

---

## ACADEMICALLY HIGH-ACHIEVING STUDENTS

High-achieving students are those who score at least one grade level above on standardized tests or internal metrics for ELA/Literacy and/or Mathematics. These students benefit from the same practices that are helpful to our struggling students. Because our internal systems measure student gains every four to six weeks, we will be able to monitor our high-achievers to make sure that their gains continue and do not regress to class averages.

In addition to applying elements of our MTSS program to high-achieving students (e.g., guided reading groups, advanced Singapore Math resources, use of adaptive OLPs, regular progress-monitoring, and data-based decision making), we serve this population in a variety of ways, described below.

**Early Detection.** Rocketship will use internal assessment in ELA/Literacy and Mathematics to help us identify high-performing students within the first four to six weeks of school and monthly thereafter. Frequent and ongoing assessment will ensure that we are meeting the needs of all students as they arise and tracking progress to ensure our strategies are supporting improved achievement.

**Differentiation.** Differentiation describes an instructional method where instruction styles, content, and materials are targeted at the specific needs and characteristics of individual or small groups of students. Teachers will use assessment and progress-monitoring data to plan enrichment activities with their high-performing student. These will occur both in whole-class and small-group lessons.

**Family Communication.** We will inform families as soon as we have assessed students’ performance. Teachers may provide high-performing students with additional books and enrichment work to perform at home to increase their understanding of a particular subject area.

**Teacher Collaboration.** At least weekly, subject area teachers will gather to compare their student data, discuss students, and discuss instructional strategies, interventions and enrichment. This will be realized through a schedule that will allow the staff to have an early dismissal day one day a week and common planning time, further described above.

**Focused Instruction.** Rocketship’s standard instructional approach is for teachers to plan their lessons with at least three groups of students broken out who are striving for different sub-goals in their development towards meeting the same overall grade-level standards. One such subgroups is students who are performing above grade level. All students, including high-performing students, will receive targeted small group Guided Reading instruction and small group skills instruction in both the Humanities and Integrated Mathematics blocks. High-performing students may also participate in

student-led literature circles and book clubs. In addition, our academic model allows for students to access material at their instructional level throughout the academic day. For example, students have access to a wide array of reading material, spanning many genres and reading levels, in our classroom libraries. Our Integrated Mathematics teachers also differentiate math centers, homework, and daily review exercises by difficulty level.

**Daily Enrichment.** The Learning Lab is an additional space where high-performing students can receive adaptive software and hands-on activities such as Lego Robotics that challenges them. We anticipate providing other activities to our high-achieving students during Learning Lab which let them examine the current grade-level concepts in more depth.

**Ongoing Assessment.** Data is gathered both through frequent real-time assessments performed in the subject areas and daily feedback given teachers from the online programs in the Learning Lab. Teachers will have the tools they need to track all of their students and make sure that students who began the year ahead are continuing to progress.

---

## SPECIAL EDUCATION SERVICES

RSA will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). Furthermore, RSA will comply with Authorizer guidelines, and all California laws pertaining to special education students.

### OVERVIEW

Rocketship’s commitment to ensuring equal access to opportunity for all, including students with diversity of learning, social emotional and behavioral needs. The mission of the Integrated Special Education (“ISE”) department within Rocketship is to ensure that students with disabilities receive a free and appropriate public education within the least restrictive environment. We partner as school and regional teams to ensure access, participation and success to the core curriculum, general education spaces and peers. For the ISE specific aims, this is accomplished through: individualized educational programming for all students with disabilities. We will accomplish this through several means: high quality direct services provided to students, strategic professional development of our ISE and general education staff members, and a consultation and coaching model that empowers classroom teachers, school leaders, and families to appropriately support each student’s individualized education plan.

In order to fulfill this mission, Rocketship seeks to apply current, research with evidence based best practices to create Individualized Education Programs that support students with disabilities.. We believe that all students are best served within an inclusive model, and our service delivery model is grounded in students first, family centered, and team-based decision making. We approach educational programming for our students from a positive, strength-based perspective. Our ISE staff members serve as teachers, coaches and consultants who empower key stakeholders to support the academic and social development of our students both within the classroom and in their communities. We believe that our families are our students’ greatest advocates, and we strive to support them to advocate to the fullest for their child

RSA intends to continue to operate as a Local Educational Agency (“LEA”) under the El Dorado County Charter SELPA pursuant to Education Code Section 47641(a). All of Rocketship’s existing California



charter schools are members of the El Dorado SELPA. A change in LEA status or SELPA membership shall not require a material revision of this charter.

As an LEA, RSA will be solely responsible and liable, the same as a school district, for providing special education and related services. As an LEA pursuant to 47641(a), Rocketship will assume full responsibility for providing special education and related services to eligible charter school students, in accordance with state and federal law. Rocketship agrees to follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA information guidelines necessary to identify and serve students who qualify for special education. Rocketship agrees to collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students' records.

RSA strives to achieve a student population representative of the community which we are serving. Whether a child is eligible for special education services under IDEA, or is provided a plan under Section 504, he or she is considered with all others for enrollment at RSA. Disability or non-disability status is not a factor for enrollment or acceptance. Admission is based solely on capacity at the Charter School.

### INTEGRATED SPECIAL EDUCATION

**ISE Model.** At Rocketship Public Schools we serve all students. The core of our Integrated Special Education program is providing a continuum of supports and services for Rocketeers that is grounded in equitable access to rigorous instruction leading to gap-closing results.

We partner as regional leaders, school teams, and with our families to craft IEPs that are founded in meaningful inclusion and have individualized goals based on each student's academic, social emotional, and behavioral development needs. The core of our ISE Program is high-quality, rigorous, and inclusive instruction for the growth and absolute achievement of our Rocketeers. Special and general education teachers work in collaborative arrangements designed to bring appropriate instructional supports to each child in the general school environment. Support is built on culturally relevant differentiation and instruction through universal access to content-driven curriculum.

Rocketship students are placed in general education classrooms and then provided flexible instructional opportunities that include large group, small group, and one-to-one instruction for those students with more significant needs. At Rocketship, we employ a variety of curricular and pedagogical options to maximize student learning in an array of teaching arrangements in environments that can be accessed by all learners, not just those with specific disabilities. In the Rocketship model, all teachers are responsible for all learners. Ongoing support develops the capacity of all teachers to teach to a diverse range of students' learning needs. A system of general and special education teachers proactively supporting students are better able to put into place effective interventions prior to student failure. In the following sections, please find a description of the continuum of our special education services.

**Differentiation within the General Education Program.** At Rocketship, students with disabilities are educated in the general education environment, alongside their neurotypical peers, to the greatest extent possible and appropriate for each individual student. In this model, it is essential that the general education program is scaffolded and differentiated to meet the needs of students with disabilities. Special education and general education staff closely collaborate in order to identify and design needed scaffolds and supports. Supports in the Tier 1 program vary by student and according to need, but may include:

- Accommodations based on a Universal Design for Learning (“UDL”) framework
- Heterogenous small group reading instruction
- Modified homework and independent classwork
- Visual supports, such as visual schedules or visual behavior supports
- Assistive technology supports
- Testing accommodations
- Co-Teaching
- Sensory supports

We believe these supports benefit all learners, and the close collaboration between general and special education professionals to serve any student who has diverse learning needs will help us meet our goal of helping every student reach 1.5 years of growth in each grade.

**Specialized Academic Instruction.** Specialized academic instruction (“SAI”) is provided to students for whom it is required in order to access and benefit from the educational program. SAI services are tailored to the individual needs of the student, and may be provided within the general education setting or in a pull-out setting, in a small group or individually. All SAI services are fully described in the IEP and are provided by or under the supervision of credentialed special education staff. At Rocketship, we use a suite of research and evidence-based curricula to support the implementation of SAI services, although each child’s program is individualized based on his or her identified needs. At Rocketship, Education Specialists also work with qualified paraprofessionals to provide special education services. The paraprofessional works under the direction of the Education Specialist to provide additional instructional support and services to identified students.

**Related Services.** Rocketship provides related services, including but not limited to speech and language services, occupational therapy services, physical therapy services, deaf and hard of hearing, vision, orientation and mobility, and adaptive physical education as needed to meet eligible students’ IEP needs. The services are provided by certified or licensed professional staff. Service delivery ranges in time and intensity based on the needs of the students as identified in the IEP. All services are drafted and proposed in the IEP, agreed to, and finalized fully executed by the ISE staff with the assistance of the general education staff and administration with only qualified, trained and knowledgeable personnel all based on the needs of the student population.

Rocketship has directly hired most of its related service providers, including speech language pathologists, school psychologists, occupational therapists, and adaptive physical education providers. Other low incidence related services, including vision services and deaf/hard of hearing services are provided by contracted, certified Non-Public Agency (“NPA”) providers. In accordance with SELPA guidelines, Rocketship develops a Master Contract and Individual Service Agreements for all services provided by NPAs.

**Referral to Non-public School.** In some exceptional cases, when a student may require a placement in a more restrictive setting, the IEP team will consider a referral to a non-public school (“NPS”). If a parent agrees to and or request placement for a student at a non-public school, private school or residential facility, Rocketship will immediately inform the SELPA.

**Educationally Related Mental Health Services.** As an LEA for the purposes of special education, Rocketship is responsible for the provision of Educationally Related Mental Health Services (“ERMHS”) for any student who requires this related service in order to access and benefit from his or her educational program. Rocketship conducts Social-Emotional and Behavior assessments and develops recommendations for ERMHS provision in accordance with state regulations and SELPA guidelines.

ERMHS services are provided by a combination of Rocketship Mental Health Providers and contracted NPAs, depending on the recommendations of the IEP team and needs of the individual student. See Appendix 15 for additional information regarding ERMHS procedures.

**Transportation.** Rocketship will provide transportation to any student if required by a written statement in the student’s IEP, and only with the written consensus of the IEP team as needed, for any eligible child to and from school and all school related activities. As an IEP team during an IEP meeting, transportation will be discussed in accordance with state law regarding eligibility.

**Supports for Students with Moderate to Severe Learning Needs:** Rocketship’s flexible and supportive approach to special education reduces the need for separate Special Day Class (“SDC”) placements for many students, and we have historically found that the vast majority of students who enter Rocketship from an SDC placement are able to be successful in an inclusive model with the appropriate supports and collaboration between special and general educators. Because of our open lottery process, we have students with a variety of learning and behavioral needs in our schools, and have developed supports and structures to support all learners within our model. Students with moderate to severe learning needs are case managed by a teacher with a moderate to severe Education Specialist credential, on a caseload with a much lower student-to-staff ratio than students with mild learning needs. Our moderate to severe teaching staff have access to professional development opportunities uniquely designed for their specific student needs. Inclusion in the general education program is still a critical component of the educational program for students with moderate to severe learning needs, but we recognize that these students often have additional, unique needs that must be addressed. Towards that end, we have adopted a suite of curricular resources specifically designed to support students with more significant needs, and our moderate-to-severe teaching staff weave support and instruction in adaptive and communication skills throughout the day for these learners.

#### SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Rocketship understands its responsibility to ensure that all children with a documented or suspected disability that may require special education and related services are identified, located, and evaluated, regardless of the severity of the disability. Although Rocketship will not administer any assessment or evaluation for the purposes of admission, in accordance with the Child Find mandate, we make a continuous and proactive effort to identify students with special needs and those in need of a pre-referral intervention plan.

In order to proactively identify students who have already been found eligible to receive accommodations and/or services via an IEP or Section 504 plan, Rocketship includes a “Child Find Supplement,” which asks families to indicate if the enrolling student has a current IEP or 504 plan, has recently been evaluated for any purpose, or if the family has additional concerns. (For a sample Child Find Supplement, please see Appendix 15.) This information is entered into our student information system, and our special education staff work with office managers and families to secure copies of IEPs, 504 plans, and/or evaluation reports in order to ensure that a student’s identified supports and services are in place at the start of the school year. In accordance with California state special education regulations, an interim IEP meeting is held within the first 30 days of school for any student enrolling with a current IEP; however, services are provided as outlined in the current IEP and in accordance with SELPA guidelines immediately upon the start of the school year for all identified students.

Rocketship also implements a systematic approach to identifying and evaluating any student who the school has reason to believe may have a disability. Rocketship's pre-referral process includes the following student and staff supports:

- A Universal Screener – Administered to all students at least three times a year to get an understanding of student knowledge.
- A “student huddle” process, wherein grade level teams and school leaders collaborate to plan classroom-level supports for students with identified academic and/or behavioral needs.
- A formal Student Study Team, which includes family members, classroom teachers, school leaders, the school psychologist, and other staff as necessary, which plans targeted, individualized students who present with more significant academic and/or behavioral needs. (For a copy of our Pre-Referral Handbook, please see Appendix 14.)
- Tier 2 and 3 social emotional, behavior, and academic interventions, further described above, delivered to students identified as needing them through the universal screening process
  - Diagnostic Assessment – For more specific information on a student’s skill development needs.
  - Progress Monitoring – Weekly data collection aligned to the interventions provided to students in Tiers II, III, and special education. This supports the school teams to review data and make data based decisions regarding instructional supports and programmatic needs.

Generally, students who do not respond to targeted pre-referral interventions after two cycles that have been delivered with fidelity may be referred for formal evaluation to determine whether they meet criteria for special education services or accommodations under a Section 504 plan. Intervention cycles can range from 6-10 weeks and may align with Data Days set by the Academic Calendar. If the student has not demonstrated adequate responsiveness to interventions during these cycles, the SST or intervention team may consider whether a referral for special education evaluation is appropriate. The IDEA governs the identification, evaluation and implementation of special education services. Interventions within the general education program shall be implemented before referral for a special education evaluation. (Education Code Section 56303). Rocketship also recognizes the requirement to proceed without delay in the initiation of an evaluation when the school has reason to suspect that a child has a disability. For that reason, even when a formal evaluation of a student is in process, academic and/or social emotional and/or behavioral interventions are planned and implemented in order to support the student while the evaluation is completed.

Rocketship also responds formally to all parent requests for special education evaluation in accordance with state and SELPA guidelines and regulations. All requests, verbal and written, are day and time stamped by the receiving staff member and immediately delivered to the special education team. The school team then schedules a formal SST meeting to respond to the parent request for evaluation. During that meeting, if it is determined that there is reason to suspect the child may have a disability, an assessment plan is drafted and provided to the parent. Parents will receive a prior written notice within 15 days of their request. If the parent provides consent to proceed with the evaluation, the special education team completes the evaluation and schedules an IEP meeting to discuss the results, including a recommendation for eligibility for special education services, within 60 days of the receipt of written consent to Assessment Plans. Prior Written Notice and all documents are provided to parents in their primary language, and are accompanied by a current copy of the SELPA's Procedural Rights and Safeguards.

All Rocketship staff, including office managers and business operations managers, are trained in the Child Find mandate and pre-referral process prior to the start of each school year.

## ASSESSMENT AND REVIEW

An assessment for special education services is a comprehensive, in-depth evaluation of a student's school, health, and family history, and present academic and social-emotional functioning. An assessment is the same as evaluation in IDEA (CFR Section 1414, Title 20). At Rocketship, students are assessed by a multidisciplinary team in all areas of suspected disability. The assessment team includes a lead assessor (generally the School Psychologist or the Speech Language Pathologist), the family, the Education Specialist, classroom teachers, and any other individual knowledgeable of the student. Additional specialists, such as occupational or physical therapists, adapted PE teachers, social workers, mental health providers, etc. may be involved depending on the student's needs. Rocketship will inform parents that special education and related services are provided at no cost to them.

IDEA mandates that "No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs." Consequently, the assessment team utilizes many data sources (record reviews, interviews, observations, formal and informal testing, etc.) to make a recommendation regarding eligibility for special education services. All assessments used by Rocketship are validated for the specific purpose for which they are used, and assessors take particular caution when selecting assessments that reliably evaluate the performance of culturally and linguistically diverse students.<sup>14</sup> Students are also assessed in their primary language, and Rocketship employs bilingual school psychologists and speech language pathologists to accommodate this requirement. Hearing and vision data is also included as a component of all formal special education evaluations. In the case that a parent provides outside evaluation information, the IEP team also considers this information as a component of the formal evaluation.

Classroom teachers participate in the assessment process by consulting with the assessors regarding the student's academic, behavioral and social functioning. They may also provide data demonstrating the student's performance as compared to his or her peers. Education Specialists complete the academic portion of the evaluation, which includes formal as well as informal assessment.

If a student is found eligible to receive special education services under one or more of the 13 qualifying conditions, the team meets to create an IEP for the student. The team then meets no less than annually to review the IEP, and every three years to hold a triennial IEP meeting. The team may also meet in other circumstances, including:

- After the student has received a formal assessment or reassessment;
- Within 30 days of a parent's request;
- When an Individual Transition Plan ("ITP") is required at the appropriate age;
- If a manifestation hearing is required.

Rocketship assessment reports include the following: the student's present level of educational performance; the relevant behavior noted during the observation of the student in an appropriate setting; the relationship of that behavior to the student's academic and social functioning; the educationally relevant medical findings, if any; a determination concerning the effect of environmental, cultural, or economic disadvantage; a statement as to if and how the student's disability affects involvement and progress in the general curriculum; the student's historical and current functioning in the general education curriculum regardless of the setting; deficits in the student's cognitive functioning, communicative functioning, social and emotional functioning and physical functioning that might serve

---

<sup>14</sup> California state law prohibits the use of IQ tests with African American children. Assessment teams use alternative methods of assessing cognitive functioning for these students.

as a barrier to their successful involvement in the general education curriculum; and what has been the impact of the student's attendance on his/her achievement. Assessment reports will be provided to parents in their primary language whenever indicated.

In the case where a parent disagrees with Rocketship's assessment in a particular area, they are informed of their right to request an Independent Educational Evaluation, which is provided at public expense.

Every three years, a student with an IEP is re-evaluated. The triennial assessment serves two purposes: to review progress made since the last formal evaluation, and to determine if the student continues to be eligible to receive special education services.

Prior to the triennial IEP, the IEP team reviews existing evaluation data, including evaluations and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related service providers' observations. On the basis of that review and input from the student's parents, the IEP team identifies what additional information is needed to establish the present levels of performance and determine the educational needs of the student. An assessment plan reflecting proposed assessment in these identified areas is presented to the parent, and assessments are conducted within the same timeframe as initial evaluations (60 days).

Rocketship assumes full responsibility for IEP review. Unless otherwise specified on the student's IEP, parents will be informed four times a year of the student's progress toward meeting annual goals. If reassessment is requested any time during the year, the school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

#### IEP DEVELOPMENT

At the conclusion of a formal evaluation for special education services, the IEP Team—comprised of, at a minimum, the Education Specialist, general education teacher, administrator or administrative designee, assessors, related service providers, and the parent, will then meet to reach an eligibility determination in consideration of all of the data, observations, and assessment results.

Rocketship follows all applicable federal and state laws governing the IEP process and procedural safeguards. Parents, general education, special education services staff, other professionals and other service providers or professionals as appropriate will be involved throughout the IEP process. As a member of the El Dorado County Charter SELPA, all of the current Rocketship schools use the SEIS electronic IEP form for documenting this process. The IEP will include a child's present level of academic performance, annual progress goals and the way that they will be measured, dates, frequency and duration of services to be provided, and the degree of inclusion for this student in the general education classroom. Our current forms are all on SEIS.

Rocketship designs IEPs such that it can be reasonably expected that the child will receive meaningful educational benefit from the program that is developed. IEP teams focus on developing the accommodations and services that are necessary for the student to access and benefit from the general education program, and we take very seriously our mandate to educate students with disabilities in the least restrictive environment. Towards this effort, whenever possible, special education services are provided by specialists within the general education classroom (see Appendix 16 for a sample professional development session for school leaders outlining our approach to co-teaching). We do, however, understand that an environment can only be considered "least restrictive" when the student is receiving meaningful educational benefit from the program, and as such, a critical component of the IEP

process is designing the systems that will allow the team to continually monitor student progress and adjust the plan in the case that a student is not making adequate progress. While we have adopted an inclusive approach to our special education service delivery and place a high priority on students with disabilities spending as much time as is appropriate in the general education environment, alongside their neurotypical peers, based on student needs and IEP, we do provide pull-out specially designed services when the IEP team determines that this placement is most appropriate for the individual student.

In the case that a student is exhibiting behaviors that significantly impede the learning of themselves or others, the IEP team develops a behavior intervention plan (“**BIP**”) as a formal component of the IEP. When necessary, the IEP team will conduct a Functional Behavior Assessment (“**FBA**”) to determine the function of the child’s behavior, as well as environmental conditions that may be contributing to the behavior. The FBA consists of observations, interviews, record reviews, and formal testing as necessary. The results of the FBA are then used to develop the BIP, which outlines a functionally equivalent replacement behavior, specific behavior goals, services and supports (including necessary environmental changes) needed to make progress towards the goal, and a clear response plan should the behavior occur again in the future.

When a student with an IEP transfers out of Rocketship, our practice is to notify the superintendent of the student’s district of residence in writing of the IEP.

#### INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

Rocketship shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. Rocketship shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP. If transferring from another school within the same SELPA, Rocketship shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and school agree otherwise. If transferring from another school within a different SELPA, Rocketship, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Rocketship shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

If transferring from a school outside of California, Rocketship shall provide the student with services comparable to those described in their existing IEP, until Rocketship conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Rocketship, and develops a new IEP, if appropriate, in accordance with federal and state law.

#### SECTION 504 PLANS

In addition to IDEA, Rocketship follows Section 504 the ADA, which prohibit discrimination based on a disability. The Charter School recognizes its legal responsibility to ensure that no qualified person with a

disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Assistant Principal and shall include the parent/guardian and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement option, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether a recommendation for 504 services and/or supports is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under IDEA, those evaluations can be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team considers all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan describes the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed as needed and on a regular basis to determine the appropriateness of the plan, needed modifications to the plan, and continued



eligibility. Any student with a 504 Plan has a Confidential File Folder maintained by the 504 Case Manager. This folder is a supplement to the student's cumulative folder.

### CONSIDERATIONS FOR EL STUDENTS

Because the majority of current Rocketship students are ELs, Rocketship carefully considers the cultural and instructional needs of students with English as a second language. Verbal and written translation of all materials, notices, documents, reports and communications is offered to parents when indicated or provided at parents request. Assessments are to be conducted in a student's primary language, or with translation as appropriate, whenever a student's English language development level may require such assessment in order to better understand a student's learning needs. Rocketship follows all applicable laws in providing general education instruction and special education services to eligible EL students, as well as ensuring parent procedural safeguards. Teachers providing core content instruction, as well as special education services, have appropriate training and certification. Training is provided to specialists to ensure that IEP goals are written to support the unique learning needs of EL students with disabilities.

The results of the Home Language Survey and state-mandated language assessment (i.e. ELPAC), further described below, are considered when developing a student's IEP. Testing accommodations described on the child's IEP, are considered for administering required language assessments.

### STAFFING

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Our ISE team is typically comprised of a Program Director, Program Specialist, School Psychologist, Education Specialists (mild to moderate support needs and extensive support needs), Paraprofessionals, Speech Therapists, Speech and Language Pathologist Assistants, Occupational Therapist, and other specialists as might be required by a student's IEP.

All roles are crucial to provide the appropriate amount of services personalized for the student. All service providers will have the appropriate credentialing and/or licensing to meet all of the ESSA requirements.

The ISE Paraprofessional is responsible for providing individual and small group instruction for students with special needs, students with typical learning needs, students with behavioral needs, and students with emotional needs in the general education environment including, but not limited to: the Learning Lab, recess, the lunch area, and in the classroom setting. This role is responsible for implementation and recording of data for personalized instructional programs and positive behavior support plans. The Paraprofessional works under the supervision of ISE teachers and the School Psychologist who will provide weekly oversight, training and direction.

The Education Specialist is responsible for managing the IEP caseload for Rocketship students who need ISE/SPED services as outlined in their IEPs. This role will improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship-approved curriculum; documenting teaching and student progress/activities/outcomes; modeling the necessary skills to perform assignments; providing a safe and optimal learning environment; and providing feedback to students, classroom teachers, parents and administration regarding student- progress, expectations, goals, etc.

Special education staff participate both in the professional development opportunities available to all Rocketship teachers, as well as professional development uniquely tailored to the needs of special educators. PD topics include (but are not limited to):

- Universal Design for Learning
- Co-teaching models and best practices
- Assistive technology, including augmentative communication devices
- Behavior assessment, analysis, and planning
- Crisis Prevention Intervention (“CPI”)
- Writing and implementing high quality IEPs;
- Facilitating high quality IEP meetings
- Data-based decision making

Special education staff also receive ongoing direct coaching from both an on-site administrator (principal or assistant principal), as well as an assigned Program Specialist who provides special-education specific consultation and support.

## PARENT INVOLVEMENT

***Participation and Training.*** Rocketship parents are encouraged to participate in the school community through volunteer hours and monthly community meetings. Parents of students with IEPs are full members of the parent/school community. Parents are invited to participate in Community Advisory Committee (“CAC”) meetings through the SELPA, either in person at the school site or via online connection, to learn more about topics related to special education needs. All meetings requiring translation are translated. These meetings provide additional training to parents in collaboration with our Charter SELPA. Lastly, we combine additional parental trainings on numerous subjects for all parents—those with IEPs and those without—with our monthly school community meetings.

***Progress Updates.*** Education Specialists, in collaboration with General Education Teachers, begin their school year with a home visit to all students on their caseload. Education Specialists are available and in contact with parents by email, phone and home/school communication notebooks on a regular basis throughout the year.

In addition, all students’ progress is updated in writing on a trimester basis and at least as frequently as report cards are provided for the Charter School’s non-special education students. In addition to a progress report on the IEP goals, the Education Specialist will participate in these quarterly parent teacher conferences. This allows for total involvement of the entire IEP team throughout the year rather than just on an annual basis.

Rocketship is committed to having all documents provided in the primary language of the parents/guardians in a timely manner. All meeting notices, IEPs, assessment reports, progress updates, are translated if requested by the parents. This includes verbal and written translations.

***Dispute Resolution.*** Our SELPA offers mediation as an Alternative Dispute Resolution method. In the event that the issue cannot be resolved through the standard IEP process, we attempt all means of mediation as a way to meaningful settlement of issues. Parents have a right to file a complaint with Rocketship or the California Department of Education.

Rocketship believes that all parents have a right to be informed of their procedural rights in their preferred language. Parents are provided procedural safeguards prior to any special education

assessment process or IEP meeting. The case manager asks if the parent would like a thorough review of these safeguards prior to every IEP meeting and, while some parents do decline, many parents appreciate the additional explanation.

Rocketship implements systems-wide special education protocols and conducts regular monitoring in an effort to maintain compliance with state and federal mandated laws to protect the rights of students and parents. In the event of a legal dispute, Rocketship legal counsel will work very closely with staff, our SELPA and the family (as well as other relevant stakeholders) to come to a resolution.

---

## ENGLISH LEARNERS

At Rocketship, we serve a significant number of English Learners.<sup>15</sup> As such, our instructional model is targeted toward ensuring that all of our students become Lifelong Language Learners who have reached full proficiency in the English language. Rocketship will follow all applicable laws and regulations in serving its ELs as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing and reporting requirements. Rocketship will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. Rocketship will provide access to grade-level core curriculum for all ELs.

### IDENTIFICATION AND ASSESSMENT

We will administer the Home Language Survey (“HLS”) upon a student’s initial enrollment into Rocketship. If a student’s HLS shows a response other than English to the first three questions, the student must be tested for English comprehension, speaking, reading and writing within 30 days and for primary language assessment within 90 days, as required by law. School personnel shall arrange for these assessments and will place the HLS in the student’s cumulative file.

### ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

State and federal laws require that schools administer a state test of English language proficiency. Pursuant to California law, we will administer the English Language Proficiency Assessments of California once each year to ELs until they are Reclassified Fluent English Proficient (“RFEP”), unless a student is classified as Initial Fluent English Proficient (“IFEP”) upon the initial ELPAC administration.<sup>16</sup> For more details on these classifications, please see below. ELPAC scores will be placed in the student’s cumulative file.

All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2:

---

<sup>15</sup> Legal guidelines clarify that an English learner is a student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the ELPAC) is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

<sup>16</sup> The 30-day requirement applies to students who are entering a public school in California for the first time or who have not yet been ELPAC-tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2<sup>nd</sup> grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The ELPAC will be used to fulfill state and federal requirements for annual English proficiency testing. The purpose of the ELPAC is to (1) identify new students who are ELs, in transitional kindergarten through grade twelve; (2) determine their level of English proficiency; (3) monitor their progress in learning English on an annual basis; and (4) determine when students have met one of the criteria to be reclassified to RFEP status. Rocketship will notify all parents of the ELPAC testing requirements and of ELPAC results within 30 days of receiving results from the publisher.

#### CLASSIFICATION OF INITIAL FLUENT ENGLISH PROFICIENT

A student's initial ELPAC score determines whether the student is classified as an English learner or whether the student is eligible to be classified as IFEP. The student is classified as IFEP if they meet the ELPAC initial assessment proficiency criterion set by the state.

#### RECLASSIFICATION AS RECLASSIFIED FLUENT ENGLISH PROFICIENT

In general, English learners are no longer classified as "EL" once they have attained the language skills necessary to compete with mainstream English speakers in age and grade appropriate settings in all areas of language development without the use of modified English materials.

Under current state law, students who are identified as English learners must participate in the annual administration of the ELPAC until they are identified as RFEP.

Our reclassification policies and procedures are developed in accordance with the reclassification criteria outlined in the Education Code, including: (1) assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; (2) teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; (3) parent opinion and consultation; and (4) comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The process for reclassification occurs annually once the ELPAC summative scores are available. Rocketship's Analytics team will generate a spreadsheet of EL students who are eligible for reclassification. This spreadsheet will include all necessary assessment data on students who met or are close to meeting the reclassification criteria.

School leaders, teachers, and any relevant support staff will collaborate to evaluate each student's overall growth and curriculum mastery. The goal of this meeting is to determine whether the EL student is able to participate in grade-level curriculum with the same level of proficiency as their native-language peers. Teachers will bring several relevant work samples (i.e. student project, writing sample) and student test scores as evidence of progress. After the conference, findings are documented in the master spreadsheet.

Teachers will also hold in-person conferences with parents to review students' language progress. If the school team recommends reclassification, the teacher will discuss this with parents and explain the evidence used in making the determination. The teacher will then obtain official signed parental consent, which will be saved in the student's cumulative file.

#### Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.

- Monitoring availability of adequate resources.

Students who are moved from EL status to RFEP are documented in online databases including PowerSchool and CALPADs. RSA will monitor reclassified students' performance for four years after reclassification in accordance with California regulations and Title III of the ESSA.

### ENGLISH LANGUAGE INSTRUCTION

The State Board of Education has adopted the California ELD standards as part of a national movement to ensure that students gain the necessary literacy and mathematical knowledge and skills required in 21st century higher education and workplace communities. The ELD standards describe the key knowledge, skills, and abilities in core areas of English language development that students learning English as a new language need in order to access, engage with, and achieve in grade-level academic content areas, with particular alignment to the key knowledge, skills, and abilities for college and career-readiness as described in the CCSS for ELA/Literacy and Mathematics. The ELD standards are designed to provide challenging content in English language development for ELs to gain proficiency in a range of rigorous academic English language skills.

Our instructional materials for ELD instruction will be prepared by Rocketship's Achievement Team in the same manner as our core content instruction, as described in the Curriculum and Instruction section of this petition above.

**ELD Standards.** We design our English language instruction to encompass all three parts of the ELD standards.

- **Part I:** We focus on meaningful interaction with the English language, both orally and in written texts, via three modes of communication- collaborative, interpretive, and productive. We will teach students how to use comprehension strategies and analytical skills to understand the meaning of various texts. We will also teach students how to analyze and evaluate the way writers and speakers utilize language to effectively convey meaning.
- **Part II:** We focus on learning how English works to make meaning via three broad language processes – structuring cohesive texts, expanding and enriching ideas, and connecting/condensing ideas. We will teach students how to organize text as they read so they can better grasp the structure. We will also teach students how to adjust their own language choices as they speak and write. We expect students to apply their growing knowledge of language resources to create and comprehend precise and detailed texts that accurately convey meaning.
- **Part III:** We provide foundational skills for ELs. We will differentiate instruction based on a variety of factors including age, similarities between the student's primary language and English, and oral language proficiency in English. We will teach students the meaning of words that the students are learning to decode to emphasize the importance of meaning-making.

**Integrated and Designated Instruction.** We will utilize both integrated and designated instruction to teach the ELD standards.

*Integrated instruction* occurs throughout the school day in every subject area. Teachers use the ELD standards in tandem with the CCSS for ELA/Literacy and other content areas to ensure that students are strengthening their ability to use the academic English that they are learning. Examples of integrated instruction include teachers routinely examining texts and instructional tasks to identify language that may be challenging for ELs; determining opportunities to highlight and discuss particular language resources (i.e. precise vocabulary, different ways of combining ideas in sentences, different ways to start a paragraph to emphasize a key ideas; observing students to determine how they are using targeted

language; adjusting whole group instruction or work with small groups/individuals to provide adequate and appropriate support; and frequently engaging their ELs in discussions to develop content knowledge.)

*Designated instruction* is protected time during the regular school day where teachers use the ELD standards to develop critical language skills that ELs need for content learning in English. This instruction is not required or intended to be separate or isolated from the content areas, but it is a time when teachers actively engage ELs in developing the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks.

During designated instruction, students are grouped so that teachers can strategically target students' language learning needs and accelerate English language and literacy development. Depending on the Charter School's population breakdown, teachers may work with students individually throughout the school day or they may break students into the expanding, emerging and bridging stages of language development, further described below:

- **Emerging:** Students are learning to use English for immediate needs and beginning to understand and use academic vocabulary and other features of academic language
- **Expanding:** Students are increasing English knowledge, skills, and abilities in more contexts. Students are learning to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to age and grade level
- **Bridging:** Students are continuing to learn and apply a range of advanced English knowledge, skills and abilities in a wide range of contexts including comprehension and production of highly complex texts. The "bridge" is the transition to full engagement in grade level academic tasks and activities without specialized instructional support.

Importantly, students will never be removed from other core content instruction to receive designated ELD instruction and also students are grouped heterogeneously throughout the rest of the school day

During designated ELD, there is a strong emphasis on oral language development as well as reading and writing tasks designed to develop awareness of how English works. For example, teachers may work with ELs at the expanding or bridging level to more closely examine the language used in a text that they have already read; teach the meanings of some of the general academic vocabulary and use the vocabulary in different ways in speaking and writing over the course of the next few weeks; and discuss the structure and type of text or engage in a debate about the text's content to reinforce language. Teachers may also write prompt sentences from a text and have students combine them into more complex sentences.

**Scaffolding.** Teachers will be trained to scaffold ELD instruction to meet the needs of individual ELs depending on their proficiency levels (emerging, expanding, or bridging). Scaffolding can be substantial, moderate, or light. ELs at the emerging level will generally require more substantial support to develop the capacity for academic tasks than students at the expanding or bridging levels. For example, ELs at the emerging level may need substantial support to explain their thinking about a literary or informational text that they read closely, such as sentence frames or graphic organizers. However, ELs at every level engage in some academic tasks that require light to no scaffolding and some that require substantial. In any case, scaffolding is intended to be temporary, and independence can be promoted and increased through gradual release of responsibility.

**Instructional Strategies.** Rocketship teachers are trained in Project Guided Language Acquisition Design ("GLAD"), which includes a multi-day professional development workshop. GLAD focuses on vocabulary

development, graphic organizers, oral language, interactive displays, and several other strategies that have been proven to be highly effective with EL students.

Rocketship teachers will also employ Specially Designated Academic Instruction in English (“**SDAIE**”) strategies in their classrooms, which are meant to be beneficial for all students, not just English learners. These strategies may include:

- Vocabulary development: Teachers will introduce new vocabulary words while introducing a new concept.
- Guided interaction: Teachers will structure lessons so that students work together to understand what they are learning.
- Metacognition and authentic assessment: Teachers will model and explicitly teach thinking skills and use a variety of activities to check for understanding.
- Explicit instruction: Teachers will utilize direct teaching methods to teach concepts, academic language, reading comprehension, text patterns, vocabulary, writing, and decoding skills needed to complete classroom activities.
- Meaning-based context and universal themes: Teachers will incorporate meaningful references from students’ everyday lives and create classroom environments that provide authentic opportunities to learn the English language.
- Modeling, graphic organizers, and visuals: Teachers will regularly utilize a variety of visual aids, graphic organizers, diagrams, summaries, and charts to help ELs easily recognize essential information and its relationship to supporting ideas.

All Rocketship teachers will be Crosscultural Language and Academic Development (“**CLAD**”) certified or in the process of obtaining CLAD or BCLAD certification.

#### PARENT COMMUNICATION AND PARTICIPATION

As described above, parents play a significant role in the reclassification process. Beyond that, however, we strive to find ways to engage and involve parents of our EL students. We are committed to communicating with parents in their primary language; as such, we will provide translations of all major documents, notices, public meetings, and workshops in Spanish and any other languages as needed.

RSA will establish an English Learner Advisory Committee (“**ELAC**”) if the Charter School enrolls 21 or more EL students, as further described in Element D below. Parents are encouraged to participate in the ELAC as well as the School Site Council (“**SSC**”), further described in Element D below. Parents are also encouraged to volunteer in their children’s classrooms and attend community meetings, parent coffees, and school events. Community meetings will often advise parents on programs and services for EL students. We will inform parents on programmatic and assessment issues that affect EL students as well as relevant programs, funds, and instructional strategies.

#### PROFESSIONAL DEVELOPMENT AND TALENT MANAGEMENT

We believe that our teachers are most effective when they feel invested in their school and that their school is invested in them. To this end, we have rigorous policies and procedures for teacher recruitment, selection, retention, and professional development, further described below.

#### CREDENTIALING



Rocketship continuously strives to be a great place to work. We are committed to creating pathways to support our staff on their journey to becoming a certificated teacher in California. We have a dedicated Talent Development & Credentialing team who educates and guides staff throughout the entire process.

Rocketship partners with Rivet School and Reach University, nonprofit college programs that help working adults earn an accelerated, affordable bachelor's degree and teaching credentials for California school employees. Teachers who enroll in an Intern Credential Program are eligible to receive tuition assistance and additional support such as tutoring, paid time off for studying, etc.

Rocketship also partners with the Silicon Valley New Teacher Project to support teachers in the final step of obtaining their clear credential. Our teachers receive intensive, one-on-one mentoring to strengthen their classroom practices, ensuring student academic success.

### PROFESSIONAL DEVELOPMENT OPPORTUNITIES

**Summer.** Each summer, Rocketship hosts an intensive three-week training for all teachers that emphasizes foundational knowledge in our culture and our instructional model for new staff, and ongoing professional learning for experienced educators. This summer training allows staff to build a collaborative culture of trust while creating a strong school culture shaped around personalized learning and the Rocketship identity. We provide training in classroom management and effective unit, lesson, and yearlong planning. We also introduce foundational components of the Rocketship program, including the process for the use of data, instructional techniques, and the scope and sequence of curricula. Educators also learn strategies to effectively engage parents in this culture, including how to empower parents as key supporters of their children's educations after students graduate from Rocketship and move onto middle and high school. This helps ensure that our students succeed to and through college. School leaders, including both Principals and Assistant Principals, participate in two weeks of their own summer training to become well-versed in similar topics, ensuring that they are well-prepared to be effective instructional leaders while establishing a school culture that enables student success.

**School Year.** In addition to summer training, Rocketship schools dedicate approximately 200 hours throughout the school year for staff professional development. We dismiss students two and a half hours early one day a week to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principals and Assistant Principals at each school facilitate and organize sessions, targeting the areas of development they see as most beneficial to the staff, personalizing supports for teachers. Topics have included analyzing and planning using formative assessment data, creating rigorous independent work, exploring whole brain teaching, launching literature circles, and facilitating small group instruction for struggling readers in the upper grades.

We believe that often the most effective professional development session is peer-led. However, to develop the necessary subject expertise for our teachers as well as provide ongoing support for Assistant Principals, Rocketship partners with several outside professional development organizations and higher education institutions to conduct in-depth professional development in various content areas. These organizations have included Project GLAD, the Santa Clara County Office of Education, Amplify, Great Minds, Code.org, and more. Rocketship is constantly reflecting on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources in order to ensure that all student, teacher, and school needs are addressed in order to realize significant gains in student achievement.

## COACHING

A foundational piece of our ongoing staff development is customized, targeted one-on-one coaching that Assistant Principals and Principals provide for teachers and staff members.

The overarching principles of our coaching program are a tight feedback loop, regular opportunities for practice, the identification of root causes of problems and their accompanying solutions, weekly foci for teachers, and measurable goals for coaches to assess progress and collect data.

We implement a variety of coaching strategies and practices. Coaches observe and provide written feedback, deliver in-the-moment feedback (e.g. using pre-aligned non-verbal signals, whisper coaching to a teacher during instruction), model instruction, and engage in co-observations with the teacher (i.e. watching a video of the teacher or observing a different teacher). All teachers receive at least four hours of support per week outside the classroom, get observed at least twice a week, receive at least two hours of professional development per week, and have a weekly one-on-one meeting with their coaches.

## NEW TEACHER RESIDENCY - PILOT

We have recently been awarded the Teacher Residency Capacity Grant Program by the California Commission on Teacher Credentialing to launch our first Teacher Residency Program in SY 25-26. This program will provide high-quality immersive and comprehensive training experiences for our aspiring teachers, by combining coursework with hands-on classroom experience under the guidance of mentor teachers. Research shows that residency programs have a positive impact on student outcomes. Teachers who have successfully completed residency programs are often better equipped to meet the diverse needs of their students, can differentiate instruction effectively and create engaging and inclusive learning environments.

The Teacher Residency Program is just one example of how Rocketship is continuously striving to enhance its professional development opportunities, strengthen our talent development initiatives, and ensure Rocketship remains an attractive place to work and grow, and that Rocketship is well-positioned to develop and retain talent.

## TEACHER PERFORMANCE MANAGEMENT AND EVALUATION

Rocketship implements an annual performance evaluation system for teachers. We believe that performance evaluations are a vital part of helping us to achieve our mission because evaluations allow us to recognize and reward improvement and excellence and ensure that teachers receive consistent and direct feedback that helps them improve and grow.

Teacher evaluations include multiple measures, including student growth and achievement and educator performance. The components align with teacher role and responsibilities and Rocketship's theory of action on how we can achieve our mission. Each was also developed with the goal of promote transparency, consistency, and communication.

Our performance evaluation system consists of three formal evaluation activities during the school year complemented by Rocketship's ongoing coaching cycles as described in the Professional Development and coaching sections above. In the fall of each school year, teachers complete a self-reflection where

they self-assess themselves on Rocketship’s performance rubrics to reflect on performance trends to date, areas of growth, and opportunities for improvement. Teachers also meet with their manager for the self-reflection process to align on performance expectations, debrief on the self-assessment, and discuss next steps for growth. Teachers participate in two formal evaluations during the year where they receive an overall performance score and meet with their manager to discuss next steps for development. Mid-year evaluations take place in the winter and end-of-year evaluations in the spring before the end of the school year.

**Student Impact.** Teachers are evaluated based on both student absolute achievement and growth metrics. Absolute achievement metrics evaluate the percentage of students at national norms on objective assessments such as the NWEA MAP. Growth metrics evaluate the percentage of students making growth and the average years that students grow on objective assessments such as the MAP.

**Family Engagement.** Teachers are also evaluated on their ongoing engagement with families as well as percentage of home visits completed and the percentage of parents completing partnership hours. (For more information on parent participation at Rocketship, please see Element D below.)

**Core Characteristics.** Teachers are evaluated on their ability to demonstrate the five Rocketship Core Characteristics of pursuit of excellence, innovation, authenticity, community, and tenacity.

**Teaching Performance.** The Rocketship teacher performance rubric outlines the expectations for teacher performance and is used by managers to provide feedback in evaluations. The core of Rocketship’s teacher performance rubric is the Charlotte Danielson *Framework for Teaching*. The *Framework for Teaching* is a research-based performance rubric validated to show positive correlations between the *Framework for Teaching* ratings and student outcomes.<sup>17</sup> The Rocketship performance rubric examines teaching performance in four domains: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities. (For a copy of the rubric, please see Appendix 17.)

## TEACHER RETENTION AND COMPENSATION

Rocketship is committed to addressing and continually improving teacher retention in all of our schools. We have implemented a variety of programs, initiatives and support systems to make teaching a more viable and desirable career that the most talented individuals in our communities pursue. We provide support and counseling for principals, especially those new to the role, on teacher retention. Our Program and Regional Teams focus on teacher curricular tools and resources to provide teachers with high quality resources and support. We have also introduced professional development funding that becomes available to teachers as they hit milestones of multiple years at Rocketship.

We also have developed initiatives to provide teachers with time to meet personal needs, including competitive paid time off (“PTO”) packages and a credentialing paid time off policy for educators who need time away from school complete credentialing requirements (e.g., test preparation, test completion, etc.). We have increased opportunities for teachers to provide upward feedback on managers via surveys (e.g., manager effectiveness, staff satisfaction). We have a Teacher Advisory Group that is focused on keeping great teachers at Rocketship and providing a teacher voice on important topics that touch all aspects of our network.

---

<sup>17</sup> Measures of Effective Teaching Project, “Danielson’s Framework for Teaching for Classroom Observations,” 2010.

Rocketship offers competitive pay structures and incentives to attract and retain excellent teachers. Rocketship uses a performance-based pay system, which allows solid and strong teachers demonstrating strong results to move up quickly within our compensation bands early in their career. The performance-based pay structure is a key lever for retaining our highest-performing teachers. Rocketship also deploys incentives and competitive benefits to create opportunities for additional growth within their profession, including a teacher professional development fund.

#### LEADERSHIP OPPORTUNITIES AND CAREER PATHWAYS

***Rising Leaders Program.*** Rocketship’s Rising Leaders program prepares teachers for the next steps in their leadership pathways through professional development in personal leadership skills, effective management frameworks, and essential mindsets. The program is ideal for educators who are interested in developing as a GLL and/or school leader within the next several years, and who are considering other centralized network roles.

Rising Leaders engage in monthly workshops, leadership dinners, and take on a leadership project to build their skills. The program also provides opportunities for teachers to practice and build their leadership skills in their work as classroom teachers and to build strong and collaborative relationships among teacher leaders across Rocketship campuses.

We look for candidates who have a willingness to learn and reflect in group settings, a track record of high student achievement, at least two years of teaching experience, demonstrated leadership in a formal or informal role, and exhibition of the Rocketship core characteristics by focusing on commitment to and ownership of their own development and investment in the community.

#### LEADERSHIP DEVELOPMENT FOR SCHOOL LEADERS

Rocketship also has a comprehensive development system for its School Leaders: Principals, Assistant Principals, Business Operation Managers and Office Managers. (Qualifications and responsibilities for these roles are further described below in Element E.) These school leaders receive ongoing professional development centered on key levers aligned to their role, including data-driven instructional leadership; systems planning; coaching and observation; family and community engagement; school culture; staff culture; and (for principals) school leader team management. School leaders who manage special education teachers also receive a special strand of professional development.

To support our school leaders in team management, Rocketship provides key management development training and experiences. During our summer training, we start our training with self and team awareness development as a foundation of leadership. We also review evaluations and compensation training to ensure our leaders understand the process of setting clear expectations and compensation. We also ensure that new managers understand the foundations of employment law and performance management. During the school year, Rocketship has manager feedback and staff satisfaction surveys to give leaders clear feedback on their management and school experience. In addition to the surveys, our Human Resource team meets with school leadership teams every 1 - 2 months for People Partnerships meetings which debrief any management challenges, review any upcoming management strategies, or people related skill building.

Our Principals all spend approximately ten hours each month receiving professional development from Rocketship California’s regional Achievement Team. Our Assistant Principals receive approximately two hours of professional development directly from the Achievement Team and also get regular training and support from Principals. Members of the regional Achievement Team also attend meetings between

school leaders and teachers to provide feedback on meeting facilitation and coaching, as well as conduct regular school and classroom walk-throughs with the school leaders. Business Operations Managers and Office Managers also receive weekly development from regional Directors of Operations and Directors of Family Engagement.

## ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

The Charter School has created a Local Control and Accountability Plan (“**LCAP**”), which contains a reasonably comprehensive description of RSA’s annual goals and outcomes in the State Priorities, schoolwide and for all numerically significant student subgroups, in accordance with Education Code Section 47605.6(b)(5)(A)(ii), which will be updated annually in accordance with applicable law and the State Board of Education’s LCAP template. The LCAP is annually presented to families and the public at the Board of Directors LCAP Public Hearing and subsequently approved at the following meeting. The Charter School shall also present a report on the annual update to the LCAP for parents on or before February 28 of each year at a regularly scheduled Board meeting.

The LCAP is designed to align with the state priorities, as described in Section 52060(d) and listed below. Each LCAP goal and associated actions directly address a subset of the state priorities. For a description of which LCAP goals address which state priorities, please see the LCAP attached as Appendix 18.

- State Priority 1 – Basic Services
- State Priority 2 – Implementation of Common Core State Standards
- State Priority 3 – Parental Involvement
- State Priority 4 – Student Achievement
- State Priority 5 – Student Engagement
- State Priority 6 – School Climate
- State Priority 7 – Course Access
- State Priority 8 – Other Student Outcomes

The LCAP is attached to this petition as Appendix 18 and fully incorporated by reference in fulfillment Elements A and B. Notwithstanding the foregoing, the LCAP is updated annually as required by state law, and any changes thereto shall be made without need for material revision of the charter.

## ELEMENT B MEASURABLE STUDENT OUTCOMES AND METHODS OF ASSESSMENT

***Governing Law:** The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. —Education Code Section 47605.6(b)(5)(B).*

### Goals, Actions, and Outcomes in Alignment with State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the RSA LCAP provides a reasonably comprehensive description of the Charter School’s annual goals, actions, and measurable outcomes, both schoolwide and for numerically significant subgroups of pupils, which address and align to the Eight State Priorities identified in Education Code Section 52060(d), as well as the mission, curriculum, and assessments of the Charter School. The Charter School maintains the same goals, actions, and outcomes for all students, both schoolwide and for all numerically significant student subgroups, except where explicitly noted within the LCAP. The Charter School maintains that all students, including all subgroups, can achieve the goals it sets. The LCAP explains how the Charter School addresses the Eight State Priorities. See Appendix 18, RSA LCAP.

### Student Outcomes/Exit Outcomes as Aligned to the SCCOE Charter Review Matrix

RSA’s goals, actions, and outcomes, schoolwide and for all numerically significant subgroups, are comprehensively described in the Charter School’s LCAP. To facilitate review, the following LCAP excerpts are the student outcomes specifically requested in SCCOE’s Charter Review Matrix in the order in which they appear in RSA’s LCAP:

- CAASPP met or exceeded schoolwide (ELA): 68% for 2023-24
- CAASPP met or exceeded schoolwide (math): 69% for 2023-24
- CAASPP met or exceeded schoolwide (science): 18% for 2023-24
- Average growth years for reading (NWEA MAP), grades K-2: 1.2 years
- Percentage of EL students who increase at least one ELPI level or maintained the ELP criterion (Level 4): 55% (green indicator on Dashboard)
- EL reclassification rate: 15%
- Percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home: 100%
- Percentage of students who feel safe on campus: 75%
- Percentage of students who feel connected to at least one staff member: 75%
- Chronic absenteeism rate (schoolwide): 10% or lower
- Suspension rate (schoolwide): 0.5%
- Expulsion rate (schoolwide): 0%

- Average daily attendance: 95%
- Percentage of students with access to a broad course of study: 100%

RSA makes the following affirmations related to its student outcomes/exit outcomes, in alignment with SCCOE's Charter Review Matrix:

- As RSA's student outcomes are aligned with state assessments (CAASPP, CAST, ELPAC, etc.), they directly address state content and performance standards in core academics.
- RSA's exit outcomes include acquisition of academic and non-academic skills, as shown by the list above, which includes academic performance outcomes, and outcomes related to student safety, attendance, and campus climate, etc.
- RSA affirms that "benchmark" skills and specific classroom-level skills will be developed.
- RSA affirms that its student outcomes align to its mission, curriculum and assessments.
- RSA's list of school-wide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- RSA acknowledges that exit outcomes and performance goals may need to be modified over time.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

## ELEMENT C METHODS OF ASSESSMENT

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. —Education Code Section 47605.6(b)(5)(C).*

### ELEMENT C: ASSESSMENT MEASURES

RSA affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Rocketship’s assessment plan includes multiple measures designed to monitor student progress over time. It includes baseline, formative, interim, and summative assessments.

Baseline assessments measure basic academic skills in English Language Arts and mathematics at the beginning of a school year or the beginning of a unit of study.

Formative assessments will be frequent and will include formal and informal performance based assessments in the context of classroom activities and daily learning. These assessments will help students and teachers to better understand students’ strengths and areas in which they may be struggling. The information provided by the assessments will be used to guide instruction and to identify students who may need additional support and/or challenge.

Interim assessments fall between formative and summative assessments and provide standardized data that can be aggregated and analyzed. Interim assessments may predict student performance on an end-of-year summative assessment, they may provide evaluation information about the impact of a curriculum or a program, and they offer instruction information that helps diagnose student strengths and weaknesses.

Summative assessments will take place in English/Language Arts and Mathematics at the end of the year in the form of Smarter Balanced tests. Additional summative assessments will include end-of-year one-on-one reading assessments, which can be compared to the baseline assessments from the beginning of the year.

As further described in Element above, teachers will analyze assessment results to identify student, class, and school trends, to find specific areas of instructional strength and weakness, identify students who need additional support, and ensure children are making progress towards grade-level proficiency as measured by the CCSS. Assessments will be used to inform instruction as well as to track and monitor student growth and learning. Rocketship has a comprehensive Response to Intervention program, further described in our At-Promise Students section in Element A, for students who fail to progress and/or achieve consistent with school expectations and goals.

Rocketship’s current assessments are as follows:

- State-mandated Assessments (summative)—Students will be expected to meet statewide standards for academic achievement. Specifically, students will take the Smarter Balanced



assessments for English Language Arts and Mathematics/CAASPP as applicable each spring. Additionally, the California Standards Test for science will be administered annually in the spring to students in grade five (or a new science assessment if the state chooses one). These tests will help monitor progress on grade level content and skill development, and will be reflected in meeting state measurements. The ELPAC will be administered to English Learners annually.

- Leveled Reading Assessments (baseline, formative, summative)—All students in grades K-5 will be assessed three times throughout the year using the DIBELS assessment.
- Writing Assessments (baseline, formative, summative)—A writing sample will be collected and assessed for each student several times a year. Students will be instructed on how to use writing checklists throughout the writing process. Students will use these writing checklists for self-review and self-assessment on writing projects throughout the year. Teachers will also use these checklists to assess student writing.
- Mathematics Assessments (baseline, formative, summative)—Throughout the year, student progress in mathematics will be measured using formal and informal formative assessments. Ongoing assessment will take the form of teacher observations, assignments, and lesson exit tickets. At the end of each Eureka unit, student understanding and mastery will be measured through a formal assessment.
- Standardized Assessments in Language Arts & Mathematics (interim)—In addition to leveled reading assessments and formative math assessments, students will also take NWEA MAP Interim Assessments three times per year in Reading and Math to assure they will be prepared for Smarter Balanced Assessments.
- Science Assessments (formative, summative)—We will assess student progress toward the Next Generation Science Standards using interim assessments from the science program we choose. Teachers will also use a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Studies Assessments (formative, summative)—We will assess student progress toward California History–Social Science Standards using a variety of formal and informal assessments such as responses to academic prompts, informal checks for understanding, and assessment of presentations or projects.
- Social Emotional Learning Assessments (formative, summative)—Teachers will complete a social-emotional and behavioral screener three times a year to determine which students would benefit from additional supports, such as social skills groups, and to track social-emotional skills growth over the course of the year.

#### USE AND REPORTING OF DATA

Rocketship will utilize its data warehouse and reporting dashboards to track and maintain student data. Rocketship teachers will be engaged in an ongoing process of data review and evaluation in connection to student learning outcomes. They will analyze individual data to review performance for students in their classrooms and work in collaborative teams to review class performance. Teachers will identify patterns of underperformance or high performance, and identify students who are not making adequate progress. Additionally, assessment data will be used to judge the effectiveness of curriculum units and teaching. This information will then be used to refine or change future units and instruction. Collaborative grade-level teams will use these opportunities to form questions that arise from the data, develop hypotheses around the questions, and pursue different strategies or actions to improve student outcomes. Teachers will meet to review reading, writing, and math assessments after initial assessments are done in the first month of school. CAASPP test data will also be reviewed at this time.

#### REPORTING TO PARENTS/GUARDIANS

Rocketship places a high value on communication between parents and teachers. We plan to have regular parent/teacher conference periods and progress reports each year.

REPORTING TO THE AUTHORIZER AND OTHER STAKEHOLDERS

Rocketship will promptly meet all reasonable inquiries for data from the County and assure timely scheduled data reporting in compliance with the law. In accordance with Title III, Rocketship will adhere to all mandated reporting guidelines in relation to English learners, including notification to parents regarding ELPAC results and reclassification. In accordance with IDEA, Rocketship will comply with all state and federal laws regarding reporting requirements for children with IEPs.

## ELEMENT D: LOCATION

*The location of each charter school facility that the petitioner proposes to operate.  
- Education Code Section 47605.6(b)(5)(D)*

**Location.** RSA is located at 198 West Alma Ave. in San Jose, California. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally built for RSA's specific program and has been carefully maintained and updated throughout RSA's occupancy.

## ELEMENT E: GOVERNANCE STRUCTURE

*“The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement.”*

*- Education Code Section 47605.6(b)(5)(E)*

In accordance with Education Code section 47604, all Rocketship charter schools will be operated by RSED, a California non-profit public benefit corporation with 501(c)(3) status. All staff will be employees of RSED. RSED will be governed by a Board of Directors (the “**Board**”) pursuant to its corporate bylaws as adopted, and as subsequently amended from time to time, which shall be consistent with this charter. (RSED’s Articles of Incorporation and Bylaws are attached as Appendix 19 and 20, respectively.)

RSED will operate independently from the SCCOE, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to Education Code Section 47604(d), SCCOE shall not be liable for the debts and obligations of RSED, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as SCCOE has complied with all oversight responsibilities required by law.

RSA, operated by RSED, affirms that it shall comply with all applicable public transparency laws, including the Brown Act, CPRA, Section 1090, the PRA, and Education Code Section 47604.1.

## GOVERNANCE STRUCTURE

### BOARD OF DIRECTORS

The Board is ultimately responsible for the operation and activities of each Rocketship school. Board members have a responsibility to solicit input from, and opinions of, both school staff and students’ parents regarding issues of significance and to weigh the input and opinions carefully before taking action.

Rocketship’s Bylaws state that the Board must consist of at least three and up to 25 members. Board members serve for staggered terms of two years and until a successor director has been appointed or elected as required by the position. This staggering of terms will create a natural flow for future elections and ensure that the Board does not experience full turnover at once. For bios of our current Board members, please see Appendix 21.

The Board will be comprised of the following individual officers:

- Chairman of the Board, responsible for presiding over Board meetings and performing various duties as assigned by the Board.
- Secretary, responsible for keeping account of Board minutes, Articles and Bylaws, and notice of Board and committee meetings.
- Treasurer, responsible for overseeing and validating audits, federal and state annual information return filings, and corporate filings.

The Bylaws also authorize the Board to appoint one or more Vice Presidents, one or more assistant secretaries, one or more assistant treasurers, and other officers as deemed necessary. Rocketship affirms

that SCCBOE shall be entitled to a single representative on the Board, consistent with Education Code Section 47604(c).

The Board will meet on a regular basis in accordance with the Bylaws. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

New directors will be elected as defined in the Bylaws. Qualifications of current and future board members include:

- Academic expertise, including subject and professional development knowledge in Literacy and Math
- Significant involvement in the communities served by Rocketship
- Operation of charter schools
- Real estate, legal, and financial expertise
- Fundraising ability
- Parents of current Rocketship students

#### BOARD DUTIES

The Board will be responsible for Rocketship's operation and fiscal affairs, including but not limited to:

- Adopting policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.
- Setting Rocketship's enrollment and grade-level configuration;
- Approval of annual school budget, calendar, salary schedules, and fundraising plans;
- Monitor negotiation and approval of a Memorandum of Understanding ("**MOU**") or other contracts with the County;
- Approval of all financial policies that set the processes and controls for contracts, expenditures, and internal controls;
- Hiring and firing of the CEO and oversight over other personnel actions;
- Approval of bylaws, resolutions, and policies and procedures of school operation;
- Oversee material changes to the school charter;
- Participation as necessary in dispute resolution;
- Monitoring overall student performance and approval of the LCAP;
- Evaluation of Rocketship Executive Director;
- Monitoring Rocketship's performance and taking necessary action to ensure that the school remains true to its mission and charter;
- Monitoring Rocketship's fiscal solvency;
- Participation in Rocketship's annual independent fiscal audit;
- Participation as necessary in student expulsion matters pursuant to Rocketship policy;
- Increasing public awareness of Rocketship.

RSED will update SCCOE on any changes to the RSED Board of Directors.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed on it by law. The Board may delegate to an employee of RSED any of those duties with the exception of those listed in the Bylaws. The Board, however, retains ultimate responsibility for the performance of those powers or duties so delegated. The Board may not delegate approval of the budget, approval of independent fiscal audit, approval of Board policies, hiring or termination of the CEO, or any other duties

prohibited by law. Where the Board has formally taken action to delegate authority to staff, changes must:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

The Board may utilize an Executive Committee and establish other committees as necessary to perform various governance functions. If utilized, the Executive Committee will be composed of no fewer than two members. Standing committees of the Board shall comply with the Brown Act and the Rocketship Conflict of Interest Code.

### BOARD MEETINGS AND TRAININGS

The Board will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act and Education Code Section 47604.1(c), and thus be held openly and easily accessible to the public. Rocketship will establish an annual calendar listing the dates of its regular meetings and provide the locations of those meetings. Rocketship will ensure that a teleconference location, which will be staffed by a Rocketship staff member, is available at all schoolsites. The notice and agenda of each meeting will provide for public comment from each physical and teleconference location.

The Board will also hold special meetings as necessary, including for the consideration of pupil expulsion in accordance with RSED policy, the development of the LCAP, and other time-sensitive issues that may need the Board's attention outside of the regular Board meeting schedule. All special meetings will be held in accordance with the Bylaws and the Brown Act.

RSED has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and applicable conflict restrictions required by the Corporations Code.

The Board of Directors meetings will be headed by a Board Chairman. As long as a quorum exists as defined by the Bylaws, measures voted on by the Board may be passed with a simple majority of present members as allowable under state law.

### California Committee

We believe it is critical to form strong local partnerships to inform our growth and maximize our impact in each of the communities we serve. To this end, the Board has created a California Committee whose membership consists of a diverse group of parents and civic and business leaders committed to closing the achievement gap. The California Committee serves as an advisory board to the Board of Directors.

The primary responsibility of the California Committee is to serve as a formal structure giving voice to Rocketship student, family, and community needs. The California Committee may provide advice and counsel to Rocketship Education's Executive Director; provide meaningful input to the Board of Directors on topics such as plans and strategies for local growth, model improvement and operational plans; build local partnerships to enhance the quality and sustainability of Rocketship schools.

---

## RSED STAFF

As we continue to expand our network and reach nationwide, Rocketship has focused on building organizational capacity to maintain high-quality schools while also fueling growth. We have worked to develop and consistently apply deep functional expertise in each of the areas that comprise the complexity of school management.

The current support that RSED staff provides includes the following:

- High-quality support via centralized Schools Team and Achievement Team to increase student achievement (i.e. planning and designing instructional materials and resources; creating academic visions and goals; coaching of school leaders and teachers; guiding the data analysis process; facilitating professional development for teachers and school leaders)
- Talent management (i.e. recruitment; teacher and school leader pipeline development)
- Growth/policy (i.e. government relations; supervising community outreach and parent involvement)
- Finance (i.e. financial analysis and monitoring; budgeting; accounting, payroll, billing)
- Strategy (i.e. project management; cross-functional facilitation; devising systems for operational issues; overseeing network expansion)
- Facilities (i.e. site location, design, permitting, entitlements)
- Legal (i.e. compliance; completion of required filings; support with education and governance laws and policies)
- Human Resources (i.e. hiring, infrastructure, employment issues, benefits, compliance)
- Operations (i.e. coordinating with service providers; developing and managing systems)
- Communications (i.e. marketing and public relations)

The staff is overseen by a Senior Leadership Team (“SLT”), which is a group of department leaders with deep and diverse functional expertise. For bios of our current SLT members, please see Appendix 22.

## FAMILY PARTICIPATION

Family participation has been important to Rocketship since the very beginning. We understand that a parent/family is a child’s first teacher and lifelong advocate. We strive to partner with parents in a variety of ways so that they can become active participants in the school and the community as they promote their children’s education. As described in Element A above, our teachers and school leaders conduct home visits and conferences and regularly communicate with parents via emails, phone calls, and notes home.

We also provide numerous opportunities for parents to get involved in the operations and governance of the school. Families can become involved with the School Site Council or English Language Advisory Committee (further described below).

We also encourage, but do not require, our families to complete at least 20 partnership hours each school year. Partnership activities vary widely and can include participating in Launch in the morning, a Rocketship daily tradition to incite excitement for the day of learning ahead! Reading to their child at home, assisting in classrooms or participating in any school meetings or events are also ways families are encouraged to get involved with their child’s school. We also have special processes in place to

involve families in the creation of the LCAP. In addition to the regular community meetings and parent meetings, RSA holds meetings specifically designed to help parents understand the components of the LCAP and to discuss the best ways for the school to use LCFF funds to serve students in alignment with the state priorities. RSA also has developed a survey, translated into English and Spanish, to ask parents about their preferences regarding the allocation of LCFF funds for various services and resources.

#### SCHOOL SITE COUNCIL

Each Rocketship school forms a School Site Council (“SSC”), the composition of which mirrors the requirements of Education Code Section 52852 and will be comprised of the following:

- The school Principal;
- School personnel, at least 50% of which are classroom teachers;
- Families of students attending the Charter School, or other community members selected by families.

The number of families/family-selected community members on the SSC must be equal to the number of school personnel. The SSC will implement bylaws that describe selection and replacement procedures.

Pursuant to Education Code Section 64001(j), the SSC will be responsible for participating in the development of the Local Control and Accountability Plan.

The LCAP is a three-year plan that describes the goals, actions, services and expenditures to support positive student outcomes that address state and local priorities. The LCAP governs how the Charter School will spend its state LCFF funding. The LCAP is a blueprint to improve the academic performance of all students through the coordination of all educational services at the Charter School. Additionally, the LCAP Federal Addendum will address how federal funds provided to the Charter School will be used to improve the academic performance of all students.

In developing the LCAP, the SSC will conduct an analysis of root causes of student academic challenges and research-based instructional strategies that enhance student achievement. To set school goals, the SSC will carefully review Charter School priorities; qualitative and quantitative student achievement data; and other performance measures to evaluate the effectiveness of the instructional program. The SSC will provide review and update the LCAP annually. All updated LCAP Plans must be presented at a public hearing and be approved by the Rocketship Education Board of Directors.

The SSC will seek to empower parents in the education of their children. The SSC may engage in a number of activities and initiatives, including, but not limited to:

- Engage in professional development opportunities for families (e.g., through trainings in data analysis, budget review, curriculum and instruction, etc.).
- Review of attendance trends and policies.
- Review of English learner achievement and reclassification data.
- Review of the Family Survey and School Needs Assessment.
- Budget and categorical funding allocation (LCFF allocation).
- Review of the instructional model and curriculum.
- Provide input on school events, school culture, and staff professional development.
- Provide input on school policies, school safety plans, and discipline procedures.
- Implement initiatives to increase family engagement.



The SSC will hold regular meetings in accordance with its Bylaws. Records of attendance and meeting minutes for each meeting will be kept at the school site.

#### ENGLISH LEARNER ADVISORY COMMITTEE

RSA shall establish an English Learner Advisory Committee (“**ELAC**”) of which parents/guardians of EL students constitute membership in at least the same percentage as their children represent of the total number of students in the Charter School. Other members of the ELAC can be parents/guardians of non-EL students, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

The Charter School shall comply with the provisions of Education Code Section 52176(b) for the establishment and operation of an ELAC.

The ELAC seeks to fulfill the following tasks:

- Review and comment on the RSA’s EL Master Plan, including policies, guiding the consistent implementation of EL educational programs
- Assist with an RSA-wide needs assessment.
- Review and comment on RSA’s program, goals, and objectives for EL programs and services.
- Review RSA’s plan to ensure compliance with applicable EL Authorization and Cross-cultural, Language and Academic Development (“CLAD”) Certificate requirements applicable to RSA’s teachers and instructional aides.
- Review and comment on RSA’s reclassification procedures.
- Review and comment on the written notifications required to be sent to parents and guardians.

At Rocketship, we try to have our SSC and ELAC overlap to the extent desired by the Charter School and possible under the law.

The ELAC shall be responsible for advising the Principal and staff on programs and services for English learners and the School Site Council on the development of the LCAP.

Additionally, the ELAC shall assist the Charter School in the development of:

- The Charter School’s needs assessment.
- A site plan for English Learners
- Ways to make parents aware of the importance of regular school attendance.

Along with the SSC, the ELAC will also engage in the additional functions and activities listed above.

#### DETERMINING SUCCESS OF FAMILY INVOLVEMENT

Family involvement is critical to the academic success of Rocketship students and the overall success of each Rocketship campus. The Board, along with Rocketship staff and school leaders, will use dashboard metrics to measure the success of parent involvement. The key goals for successful family involvement are:

- Enlisting family leaders at each campus: These individuals will help lead various activities at school as well as be key liaisons within the community to help inform other parents about Rocketship and promote grassroots, community efforts to help Rocketship eradicate the achievement gap in the community.
- Achieving at least 75% family attendance at school community events: These events include community meetings, exhibition nights, and other school events. A high percentage of participation demonstrates a deep parent engagement and commitment to RSA Schools.

- Engaging each RSA family to complete at least 20 volunteer hours at the school per year: As described above, RSA families will be encouraged to volunteer at the schools to help tighten the link between the families and the school as well as assist RSA teachers and staff with various school operations. Volunteer service, however, is not a requirement for admission or continued enrollment at any Rocketship school.

## ELEMENT F: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. -- Education Code Section 47605.6(b)(5)(F)*

Rocketship Education recruits professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605.6(e) (1), Rocketship shall be nonsectarian in its employment practices and all other operations. Rocketship shall not discriminate against any individual (employee or student) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Rocketship. These criteria are further described in the remainder of this section.

All Rocketship teachers will hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Rocketship will maintain current copies of all teacher credentials, and they will be readily available for inspection and monitoring.

RSA is a School of Choice and will comply with all applicable state and federal laws regarding background checks, clearance of personnel, and maintenance and disclosure of employee records. All employees are subject to state and federal employment laws.

### PRINCIPAL

The Principal is responsible for creating a school capable of achieving the Rocketship mission and goals. This will include leading RSA in all aspects of its day to day operations and working with the RSED Board of Directors, students, parents, and community members and the other governing bodies specified by local and state law.

The Principal is the instructional, cultural, managerial, and community leader of the school. The Principal sets the vision for the school and ensures that the school is a high-achieving college preparatory environment where all students finish the fifth grade at or above grade level. Additionally, the Principal directly manages, supports, and develops the Assistant Principal and the Office Manager. The Principal may serve as the manager and coach of all educators, which includes conducting observation cycles, modeling lessons, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Principal is also responsible for engaging and empowering parents to become lifelong advocates for their children's education.

### **Qualifications:**

- 2+ years of experience teaching in an urban city classroom and realizing significant gains

- Strong leadership skills and personal drive
- Relentless pursuit of high expectations
- Strong organizational skills
- Passion for urban children and their families
- Ability to build partnerships with community organizations
- Strategic planning experience
- Ability to engage and empower parents and families
- Strong communication skills
- An entrepreneurial spirit and a proven track record
- Experience in building and maintaining outstanding school culture
- Results-oriented and data-driven
- Ability to develop others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Background check, TB test and fingerprinting
- BA from accredited university

#### ASSISTANT PRINCIPAL

RSA will have at least two Assistant Principals, focused full-time on the implementation of RSA's academic systems and mentoring teachers to improve their effectiveness.

Reporting directly to the Principal, the Assistant Principal plays a critical role in driving academic achievement for students. The Assistant Principal ensures academic excellence by working closely with the Principal to lead and implement the instructional vision for the school. The Assistant Principal leads two primary streams of work: teacher coaching and professional development ("PD"). The Assistant Principal directly coaches a number of educators, which includes conducting observation cycles, modeling lessons, co-planning lessons, real-time coaching, and providing support and resources aimed at increasing teacher effectiveness and leadership. The Assistant Principal also leads the design and implementation of group teacher professional development and collaborative planning time. This individual provides staff with the appropriate resources and support to ensure that each Rocketship school's Rocketeers realize over a year's worth of progress annually.

#### **Qualifications:**

- Have achieved significant gains with their students for at least the past year or years;
- Espouse RSA's culture of caring, showing concern not just for the academic, but for the emotional welfare of their students;
- Demonstrated the desire and ability to mentor young teachers. Teaching adults is different from teaching children. Mentoring requires a commitment on the part of an Assistant Principal to their Teachers and an ability to demonstrate and explain verbally their own practices;
- Ability to be a strong team player, helping to make the faculty cohesive in our goals of creating both a safe and supportive environment, and one in which students will make significant academic progress.
- 2+ years' experience teaching in an urban city classroom
- Strong time management and organizational skills
- Result-oriented and data-driven
- Relentless pursuit of high expectations
- Ability to inspire and motivate others
- Adaptable and able to thrive in a dynamic, fast-paced environment
- Ability to develop others
- Passion for urban children and their families

- Strategic planning and project management experience
- Strong verbal and written communication skills
- Deep knowledge of elementary literacy and/or math instruction
- Experience with or interest in the use of technology in promoting teacher development a plus
- Background check, TB test and fingerprinting
- BA from accredited university

## TEACHERS

RSA shall comply with Education Code Section 47605.6(l), which states:

Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.

All teachers will have or be working toward CLAD certification or a CTC recognized equivalent.

Each year, teachers will be evaluated based on their ability to make significant gains. It is expected that some teachers will be able to make significant gains in a single year; others may take two or three, and still others may not be capable. In addition to significant gains, teachers must show a strong ability to work with and mentor their peers in order to be prepared to take on the role of Assistant Principal.

### ***Qualifications:***

- Demonstrated mastery of classroom skills including classroom management, planning, assessment and instructional practice;
- Hold a valid teaching credential;
- Demonstrate the potential to make significant gains for students.
- Background check, TB test and fingerprinting required

Teachers receive competitive, performance-based salaries to support retention and recognize them for their impact in our schools.

Teachers assigned to a TK classroom will have been issued at least one credential by the CTC and shall have at least one of the following:

- At least 24 units in early childhood education, or child development, or both;
- As determined by the local education agency employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above;
- A child development permit issued by the CTC.

## EDUCATION SPECIALIST

The Education Specialist is a full-time position that reports to the school Principal. The Education Specialist will be responsible for managing the IEP caseload for Rocketship students who require special education services as outlined in their IEPs. The role of the Education Specialist is to improve students' success in the basic academics (reading, language and/or math, etc.) through implementing Rocketship approved curriculum; documenting teaching and student progress/activities/ outcomes; modeling the

necessary skills to perform assignments; providing a safe and optimal learning environment and providing feedback to students, classroom teachers, parents and administration regarding student progress, expectations, goals, etc.

**Qualifications**

- Embrace the mission of Rocketship Education
- Thrive in a fast-paced, dynamic work environment
- Knowledge of curriculum, education code and special education law/policies
- Skills in appropriate special subject matter
- Ability to navigate school setting to support students in multiple spaces
- Skills in organization and planning in order to plan excellent instruction for students
- Thrive in an inclusive school setting, as well as an interest in participating in co-teaching and collaboration with other staff members
- Willingness to participate in ongoing PD over the course of the school year to develop one's practice and skills
- Ability to stand and walk for prolonged periods
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments.
- Background check, TB test and fingerprinting required
- Valid Education Specialist Credential or enrolled in an accredited teacher preparation program working towards a credential
- Bachelor's degree required; advanced degree optional

INDIVIDUALIZED LEARNING SPECIALISTS

Individualized Learning Specialists serve as tutors, working closely with a team of teachers to meet the needs of all students at that grade level.

**Qualifications**

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Previous experience managing and/or teaching groups of elementary age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Basic computer skills including troubleshooting and an ability to communicate about technical difficulties
- Ability to efficiently interpret, manage, and utilize multiple sets of data in order to best support students' progress
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

PARAPROFESSIONAL

The Paraprofessional will be responsible for providing individual and small group instruction for students with both special and typical learning needs in the general education environment including, but not limited to: the classroom, recess, and lunch area. The Paraprofessional will work under the supervision of a certificated Education Specialist who will provide weekly oversight, training and direction.

**Qualifications**

- A team player who is detail-oriented, resourceful and able to manage his/her responsibility with confidence and discretion
- Comfort in a start-up environment with flexibility
- Interpersonal skills using tact, patience and courtesy
- Passion for working with young children
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Experience working with students with disabilities desired

**OCCUPATIONAL THERAPIST**

The Occupational Therapist is a school-based position that provides both direct and indirect supports to students.

**Responsibilities:**

- Lead specialized assessment related to sensory-motor development; write quality, compliant assessment methods
- Attend IEP meetings; present findings to team
- Develop IEP goals and objectives, as well as treatment plans
- Assist in the implementation of assessment as needed
- Work with parents to build knowledge of disability and inclusive supports
- Assist in providing in-service training to parents, teachers, administrators, and other professionals and paraprofessionals
- Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special education programs as appropriate
- Assist in coordinating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the ISE Network Support Team
- Maintain a compliant practice
- Perform other duties as assigned or requested by the program administrator

**Qualifications:**

- Must possess a Bachelor's or Master's in occupational therapy from an accredited four year college or university and have a valid license of proficiency in occupational therapy services issued by the California Board of Occupational Therapy
- Experience working with elementary-aged students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the Rocketship mission
- Thrive in a fast-paced, dynamic work environment
- Ability to be adaptive and flexible in a work environment that is still evolving
- Perform a variety of specialized and responsible tasks; maintain records; establish and maintain cooperative working relationships with students, parents, other school personnel; meet schedule and compliance deadlines

- Possession of a valid driver's license; willingness to provide own transportation in conduct of work assignments

### SCHOOL PSYCHOLOGIST

The School Psychologist is an exempt position that will work under the direction and supervision of the Associate Director of Social Emotional Learning and will work with elementary school students. Rocketship School Psychologists are responsible for providing both direct and indirect support to students, families, and staff members in order to ensure high quality programming for students with disabilities.

#### Responsibilities:

- Lead psycho-educational and formal behavior assessments; write quality, compliant assessment reports
- Attend IEP meetings; present assessment findings to the team
- Assist in the implementation of assessment recommendations as needed
- Participate in the pre-referral process and provide guidance to school teams regarding supports for struggling students
- Provide direct counseling or behavioral services to students as needed
- Work with parents to build knowledge of disability and inclusive support for students with disabilities
- Assist in providing in-service training in learning, child development and child management to parents, teachers, administrators and other professionals and paraprofessionals
- Assist in providing consultation and advisement to administrators, teachers, and parents regarding the general and special educational programs as appropriate
- Assist in coordinating, communicating and seeking consultation with community agencies as appropriate
- Provide support and guidance to the organization as a member of the Special Education Leadership Team.
- Maintain a compliant practice
- Perform other duties as assigned or requested by the appropriate administrator

#### Qualifications:

- Valid California Pupil Personnel Services credential in School Psychology;
- Master's degree or Ph.D in School Psychology Bilingual, Spanish (preferred)
- Experience working in Response to Intervention models (strongly preferred)
- Experience working with elementary-age students (preferred)
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.)
- Excellent written and oral communication skills
- Embrace the mission of Rocketship
- Thrive in a fast-paced, dynamic work environment
- Ability to be flexible and adaptive in a work environment that is still evolving.
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.
- Possession of a valid California driver's license: willingness to provide own transportation in conduct of work assignments

### SPEECH-LANGUAGE PATHOLOGIST



The Speech-Language Pathologist will work with elementary school students in screening, evaluating, diagnosing, and treating disorders of communication. This is a school-based position.

Responsibilities:

- Address child's speech production, vocal production, and language needs through speech therapy
- Deliver direct services via pre-referral interventions; monitor student progress
- Document and collect data on all consultation sessions and provide regular assessments
- Conduct student screenings and/or assessments of language, voice, fluency, articulation, or hearing
- Develop and implement high quality, legally compliant IEPs
- Maintain compliance with all special education laws and policies
- Maintain client files and treatment logs in an organized manner
- Communicate with program manager in regard to any change of status, problems, or intent to change the educational program
- Attend and participate in meetings as required
- Develop instructional materials and evaluate commercially available material for treatment
- Keep current on latest developments in the field of speech therapy by attending professional seminars, reading literature, and participating in professional organizations as assigned
- Provide professional development support to school staff and families
- Manage time efficiently

Qualifications

- Valid Clinical Clear Rehabilitative Services Credential; Master's Degree required
- Bilingual in English and Spanish (or Vietnamese) (strongly preferred)
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Commitment and passion for Rocketship's mission and goals
- Thrive in a fast-paced, dynamic work environment
- Ability to demonstrate skills necessary for fulfilling the job responsibilities of this role

OFFICE MANAGER

The Office Manager will be responsible for daily operations at RSA. The Office Manager will report to the Principal.

***Qualifications:***

- Spanish/English bilingual fluency required, with excellent written and oral communication skills
- Knowledge and cultural competence of the local student and parent community
- Highly developed interpersonal skills using tact, patience, and courtesy
- Effectively prioritize and juggle multiple concurrent projects
- Comfort in a start-up environment and ability to work independently with minimal direction
- Ability to use a variety of software programs and quickly learn new ones
- Managerial skills preferred

BUSINESS OPERATIONS MANAGER

The primary purpose of the Business Operations Manager role is to ensure the school is safe, compliant, efficient, and financially sound. The BOM provides direct services to the school that enables instructional

staff to better serve students and families. Ideal candidates will be self-motivated, flexible, and adept at managing change.

**Qualifications**

- Minimum 5 years of relevant experience, with school-based experience strongly preferred. Many of our most successful BOMs have previously been teachers and/or School Leaders in other roles.
- Managerial experience is strongly preferred. Leadership and/or coaching roles among other adults can potentially substitute for this.
- Experience in a fast-paced, highly analytical, entrepreneurial environment. Ability to proactively manage multiple critical deadlines and quickly and confidently adapt to changing school needs, independently prioritizing and following through on completion of tasks and responsibilities. Demonstrated ability to be detail-oriented, organized, and resourceful.
- Team-player attitude and strong customer-service orientation. Skill at communicating respectfully and empathetically with students' families. Spanish language proficiency is preferred in many of our communities, but not required.
- Skilled at building strong and trusting working relationships with people in both senior- and junior-level roles, both within and beyond Rocketship. Ability to treat sensitive issues with respect and empathy, and maintain strict confidentiality where required.
- Strong PC-based computer skills, including the ability to use spreadsheets and the Google Suite, and ability to quickly become proficient in new software programs.
- Passion for Rocketship's mission, and the belief that all students can achieve high levels of academic success.

**ENRICHMENT CENTER COORDINATOR**

The Enrichment Center Coordinator provides students with the opportunity to engage in athletics, art, and various other enrichment activities. The Enrichment Center Coordinator plays a critical role in strengthening school culture. The Enrichment Center Coordinator oversees the effectiveness of the Enrichment Center and interacts with all students on a daily basis.

**Qualifications**

- Commitment to Rocketship's mission, vision, and goals
- Passion for working with children; ability to motivate and support children in reaching high levels of academic success
- Belief in the value of enrichment, art, gardening, and physical education for all children
- Previous experience or training building teams with youth
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Fluency in English
- Flexibility and a willingness to learn
- At least 2 years of college or passing score on Rocketship's Paraprofessional Assessment required
- Background check, TB test and fingerprinting required

**OPERATIONS TEAM MEMBER**

This position is responsible for ensuring that the day-to-day operations of lunch, recess, and arrival/dismissal at the school site run safely and smoothly. Furthermore, support staff members are also responsible for ensuring that students maintain appropriate behavior in all operational activities.

***Qualifications***

- Commitment to Rocketship’s mission, vision, and goals
- Passion for working with children
- Previous experience managing and/or teaching groups of elementary-age students is strongly preferred
- Excellent communication and interpersonal skills, with ability to engage and work closely with a wide range of staff members
- Ability to learn laws, rules, practices and procedures related to public education and specific to Rocketship Education
- Basic fluency in English
- Flexibility and a willingness to learn
- Background check, TB test and fingerprinting required

## ELEMENT G: HEALTH AND SAFETY PROCEDURES

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

*- Education Code Section 47605.6(b)(5)(G)*

Rocketship maintains and regularly reviews and updates Board-approved policies and procedures designed to ensure the health and safety of its students and staff members including policies incorporated into the following handbooks and plans:

- Rocketship Education Employee Handbook (See Appendix 23)
- Rocketship Education School Safety Plan (See Appendix 24)
- Rocketship Public Schools Student/Parent Handbook (See Appendix 25)

To ensure ongoing compliance with relevant federal and state laws and regulations, the above-referenced handbooks and plans are reviewed, updated, and presented to the Board each year for approval. The policy versions attached as appendices here are presented as examples of the policies and procedures that demonstrate a reasonably comprehensive description for Element F regarding Health and Safety.

## PERSONNEL

In accordance with *Education Code 47605.6(b)(5)(G)(i)*, employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall monitor compliance with this policy on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. **(See also Employee Handbook, p.10., Appendix 23)**

Rocketship also has a number of other personnel policies and procedures in place designed to ensure health and safety of both staff members and students, all contained in its Employee Handbook. Examples include, but are not limited to:

- Additional conditions for employment, including reference checks and tuberculosis screening, **pp. 9-10**
- Prohibitions on harassment, discrimination, and retaliation, **p. 14**

- Prohibitions on sexual harassment, **pp. 17-20**
- Lactation accommodation, **p. 37**
- Campus access and security protocols, **p. 39**
- Accident and incident reporting, **p.40**
- OSHA compliance, **p. 44**
- Workplace violence, **p. 45**
- First aid and CPR requirements, **p.44**
- Mandated reporter obligations, **p.87**

## SCHOOL SAFETY PLAN

In accordance with *Education Code 47605.6(b)(5)(G)(ii)*, the Charter School has a school safety plan (“SSP”) that contains the safety topics listed in subparagraphs (A) to (K), inclusive of paragraph (2) of subdivision (a) of Section 32282, as further detailed below.

- *Section 32283(a)(2)(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. See SSP, pp. 74-79.* Please note that the policy included in the SSP is also contained in the Employee Handbook in Appendix 23. The Employee Handbook is approved by the Board during a meeting that falls subsequent to the SSP. To the extent that any of the policies contained in the Employee Handbook differ from those contained in the SSP, the latter version governs Rocketship’s operations and the SSP will be updated accordingly the following year.
- *Section 32283(a)(2)(B) Disaster procedures, routine (see SSP, p. 14) and emergency (see SSP, pp. 8-14; 15-49), including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.) (see SSP, p. 15). The disaster procedures shall also include, but not be limited to, both of the following:*
  - *(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. See SSP, pp. 18-20; 38*
  - *(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. See SSP, p.14*
- *Section 32283(a)(2)(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2. See SSP, pp. 84-102.*
- *Section 32283(a)(2)(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079. See SSP, p.99*
- *Section 32283(a)(2)(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1. See SSP, pp. 80-84.*
- *Section 32283(a)(2)(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code. See SSP, p.79*

- *Section 32283(a)(2)(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school. See SSP, p.7*
- *Section 32283(a)(2)(H) A safe and orderly environment conducive to learning at the school. See SSP, p.5*
- *Section 32283(a)(2)(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6. See SSP, p.66.*
- *Section 32283(a)(2)(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community. See SSP, pp. 22-25*
- *Section 32283(a)(2)(K) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school. See SSP, p.24*

In accordance with *Education Code 47605.6(b)(5)(G)(iii)*, the SSP shall be reviewed and updated by March 1 of every year by the Charter School.

## OTHER HEALTH AND SAFETY ASSURANCES

The assurances below are included as further examples of Rocketship's commitment to student and staff health and safety and ensuring compliance with all statutory requirements pertaining thereto.

### IMMUNIZATIONS

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### MEDICATION IN SCHOOL

Rocketship will adhere to Education Code Sections 49423 and 49414 regarding administration of medication in school.

In accordance with Education Code Section 49414, the Charter School will stock emergency epinephrine auto-injectors to be used by the school nurse or trained personnel on persons suffering or reasonably believed to be suffering from an anaphylactic reaction. A school nurse or, if the Charter School does not have a nurse, a volunteer trained in accordance with applicable law, may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms or anaphylaxis at school or at a school activity when a physician is not immediately available.

The Charter School will store the epinephrine auto-injectors in a secure but accessible, well-marked, unlocked location. Per AB 1651 (2023), the Charter School shall include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

### VISION/HEARING/SCOLIOSIS

Students will be screened for vision, hearing, and scoliosis. Rocketship shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served.

#### DIABETES

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

#### SUICIDE PREVENTION POLICY

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

#### MENSTRUAL PRODUCTS

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, as specified. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

#### ALL GENDER RESTROOMS

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

#### SCHOOL MEALS

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

#### RECESS

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

#### WORKPLACE VIOLENCE PREVENTION PLAN

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

#### BLOODBORNE PATHOGENS

Rocketship shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board has established a written “Bloodborne Pathogens” policy designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

#### DRUG-FREE/SMOKE-FREE ENVIRONMENT

Rocketship shall maintain a drug-, alcohol-, and smoke-free environment.

#### FACILITY

All facilities utilized by Rocketship must be in compliance with either the Field Act or the California Building Standards Code in accordance with Education Code 47610. All Rocketship facilities will comply with the Americans with Disabilities Act access requirements. Rocketship will maintain accessible records documenting all such compliances. RSA has received a Certificate of Occupancy prior to the start of school.

Rocketship complies with the requirement contained in Education Code Section 47610 by utilizing private facilities that are compliant with the California Building Standards Code. However, Rocketship reserves the right to build a facility in compliance with the Field Act or to request Field Act compliant facilities from the local school district in the future under Proposition 39 and its implementing regulations. Rocketship agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Rocketship shall conduct fire drills as required under Education Code Section 32001.

#### BULLYING PREVENTION

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

#### GUN SAFETY NOTICE

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California’s child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

### **ELEMENT H: MEANS TO ACHIEVE STUDENT POPULATION BALANCE**

*Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population*



*residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. – Education Code Section 47605.6(b)(5)(H)*

As further described in this charter petition, Rocketship shall not discriminate against any student on the basis of race, ethnicity, or any of the characteristics listed in Education Code Section 220, including immigration status. Furthermore, RSA shall strive, through recruitment and admissions practices, to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, among its students that is reflective of the general population residing within the territorial jurisdiction of the County.

Specifically, the means by which Rocketship will strive to achieve these balances are described below. This list is not meant to be exhaustive. Any such strategies will comport with all applicable federal and state laws and Rocketship policies prohibiting discrimination in admission.

- Printing and distributing materials in English, Spanish, and any other languages reflecting the needs of the community.
- Cultivating strategic partnerships with community organizations that serve diverse constituencies.
- Recruiting and retaining a diverse, highly-qualified recruitment and community engagement staff that is primarily composed of individuals who reside in the local community.
- Holding focus groups with parents and community organizations in the local community.
- Employing an enrollment process that is well-publicized, scheduled, and adopted to include a timeline that allows for a broad-based application process.
- Developing and distributing promotional and informational material that reaches out to all of the various racial and ethnic, ability, and linguistic groups represented in the territorial jurisdiction of the County.
- Developing and distributing promotional and informational material that reaches out to families of students with special needs.
- Conducting continuous outreach activities throughout the community. These activities will be held at a wide range of times and locations to ensure that community members and Rocketship families have sufficient opportunities to attend.
- Conducting ongoing data-based research into the demographics of the County.

Rocketship shall analyze the success and/or weakness of its outreach initiatives. Rocketship shall utilize the data from the programmatic audit to make any necessary revisions to the outreach initiatives in order to correct student population imbalances.

## ELEMENT I: FINANCIAL AUDIT

*Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.-- Education Code Section 47605.6(b)(5)(l)*

The RSED Board will appoint an Audit Committee, which will select an independent financial auditor and oversee audit requirements.

An annual audit of Rocketship's books and records will be conducted as required by Education Code Sections 47605.6(b)(5)(l) and 47605.6(m). Rocketship's books and records will be kept in accordance with generally accepted accounting principles, and as required by applicable law. The audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Audit Committee will review any audit exceptions or deficiencies and report to the Business Committee of the Board with recommendations on how to resolve them. The RSED Business Committee will then approve the audit. As soon as reasonably practicable, the Board will submit a report to the Authorizer describing how the exceptions and deficiencies have been or will be resolved along with an anticipated timeline for the same. The Board and Executive Director of Rocketship Education - California will work with the Authorizer to ensure all audit exceptions and deficiencies are resolved to the satisfaction of the Authorizer. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit is public record to be provided to the public upon request.

The auditor will verify the accuracy of the Charter School's financial statements attendance and enrollment, accounting practices, revenue-related data collection and reporting practices and will review the Charter School's internal controls. The audit will include a review of ADA as reported by the Charter School. Moreover, the audits will address whether the Charter School's money is being handled responsibly (in accordance with generally accepted accounting principles such as GAAP, LAO, GAGAS, and GAO) and that its financial statements conform to generally accepted accounting principles.

In the case that the Charter School either does not pay for or have an independent audit completed within one month of the applicable timelines, the SCCOE, may, at its option, pay for an audit to be completed and invoice the Charter School for the expense, which shall be immediately due and payable, or subtract such payment from any funds due to the Charter School.

DRAFT 8.23.24

Further, the SCCBOE shall have the right to request or conduct an audit at any time of the year. The cost for such audit shall be borne by the SCCOE if the audit reveals no financial or enrollment discrepancies resulting in under- or over-reporting of greater than five percent (5%) total; in all other cases, the Charter School shall bear the cost of the audit.

## ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

*Governing Law:* The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason....

*Education Code Section 47605.6(b)(5)(J)*

Rocketship's Suspension and Expulsion Policy is maintained in RSA's Board-approved Student/Parent Handbook which, as discussed above in Element F, is attached and fully incorporated by reference as Appendix 25.

Rocketship's Suspension and Expulsion Policy is compliant with the federal and state constitutional procedural and substantive due process requirements listed in Education Code Section 47605.6(b)(5)(J), as further detailed below.

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story. See Student/Parent Handbook, p. 50*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights. See Student/Parent Handbook, p. 52*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate. See Student/Parent Handbook, pp. 52-56*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). See Student/Parent Handbook, p. 59.*

Rocketship also maintains an Attendance and Truancy Policy in the Student/Parent Handbook that is attached as Appendix 25. The Attendance and Truancy Policy contains additional requirements pertaining to involuntary removals, which can be found on pp. 14-15 of the Student/Parent Handbook.

*(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. See Student/Parent Handbook, p. 59.*

The full Suspension and Expulsion Policy is found on **pages 44-59** of the 2024-25 Student/Parent Handbook in Appendix 25. In addition to the above requirements, the Suspension and Expulsion Policy also contains:

- Procedures for in-school suspensions (**pp. 44-45**)
- Homework assignments during suspension, in accordance with Education Code Section 47606.2 (**pp. 51-52**)
- Grounds for suspensions and expulsions (**pp. 45-50**)
- Full suspension procedures and student rights during suspension (**pp. 50-52**)
- Full expulsion procedures (**pp. 52-56**)
- Special procedures for expulsion hearings involving sexual assault or battery offenses (**pp. 53-54**)
- Special procedures for suspension or expulsion of students with disabilities (**pp. 56-58**)
- Procedures for students not yet eligible for special education services (**p.58**)
- Disciplinary records (**p.58**)

## ELEMENT K: STAFF RETIREMENT SYSTEMS

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. -- Education Code Section 47605.6(b)(5)(K)*

All full-time employees of Rocketship will participate in a qualified retirement plan. All full-time employees will be offered a 403(b) program with a 3% match from RSED. Full-time, eligible, certificated employees shall participate in the State Teachers' Retirement System ("STRS"), and all part-time employees and full-time non-certificated employees will participate in the federal social security system.

The Charter School shall inform all applicants for positions within that Charter School of the retirement system options for employees of the Charter School. Rocketship employees may have access to additional Rocketship-sponsored retirement plans according to policies developed by the Board and adopted as Rocketship employee policies. Rocketship Education's Human Resources team, in conjunction with the principal, ensures that appropriate arrangements for coverage have been.

Rocketship employees also have the option of participating in the Charter School's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options.

For more details on benefits offered to Rocketship employees, please see the Employee Handbook, attached as Appendix 24.

## ELEMENT L: DISPUTE RESOLUTION PROCESS

*Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.”*

*- Education Code Section 47605.6(b)(5)(L)*

### Disputes Between the SCCOE and the Charter School

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. All timelines and procedures in this section may be revised upon mutual written agreement of authorized representatives of the SCCOE and the Charter School.

If either the Charter School or SCCOE determines that a violation of the Charter or any other applicable law may have occurred or a problem has arisen related to the operation of the Charter School and/or the SCCOE's oversight obligations, or a dispute otherwise arises between the SCCOE and the Charter School, the following procedures shall be followed to resolve the dispute:

(1) Should either party determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and the SCCOE may commence revocation proceedings immediately in accordance with Education Code Section 47607 and its implementing regulations, or take action as it deems necessary.

(2) In the event that the SCCOE believes that the dispute relates to an issue that could lead to revocation of the Charter under Education Code Section 46707, participation in the dispute resolution procedures outlined herein shall not be interpreted to impede or act as a prerequisite to the SCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose, in its sole discretion, to proceed directly with the revocation procedures as set forth in Education Code Section 47607 and its implementing regulations or may choose to participate in all or part of the dispute resolution procedures set forth below.

(3) If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, either party will provide written notification of the violation or issue ("the Dispute Statement") and refer the issue to the SCCOE Superintendent and Charter School Regional Director, or their respective designees. The date that this written notice is provided or sent shall be the "Notice Date." Upon issuance of the Dispute Statement, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date, or as mutually agreed upon by both parties. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter School

representative will be the Charter School's Regional Director or Regional Director's designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties may proceed to step 4 or take any other action they deem appropriate in response to the dispute.

(4) If the dispute is not resolved in accordance with the procedures through Step 3, either Party will have been deemed to have exhausted the administrative remedies within the Charter and may pursue any alternative legal options for resolution, including, the SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

The Charter School Board will adopt policies and processes for airing and resolving disputes, other than those between the SCCOE and the Charter School which are covered above. Parents, students, Board members, volunteers and staff at the Charter School will be provided with a copy of the Charter School's policies and internal disputes process.

The SCCOE will refer all disputes or complaints it receives not related to a possible violation of the Charter or law, or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. The SCCOE may choose to submit disputes it receives that are related to possible violations of the Charter or the law or to the operation of the Charter School or the SCCOE's oversight obligations to the Charter School's Regional Director for resolution according to the Charter School's internal dispute resolution process. Should the SCCOE receive a complaint regarding the Charter School that is referred to the Charter School for investigation and/or resolution, the Charter School shall provide the SCCOE with updates regarding the Charter School's investigation and resolution of the matter upon request from SCCOE and upon resolution of the complaint or issue. In the event that the Charter School's adopted policies and processes fail to resolve the dispute, the SCCOE agrees not to intervene in the dispute without the consent of the Charter School's Board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the SCCOE's oversight obligations.

#### NOTICE OF VIOLATION AND OPPORTUNITY TO REMEDY

For any material violation of the conditions, standards, or procedures set forth in the Charter or the terms of the Agreement, SCCOE shall provide notice of violation, opportunity to remedy, and revoke the Charter as set forth in Education Code §47607 and its implementing Regulations.

#### INTERNAL DISPUTES

All internal Rocketship disputes will be handled internally and will be governed by RSED's adopted policies. Rocketship maintains a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Rocketship shall be provided with a copy of the School's policies and internal dispute resolution process. SCCOE will promptly refer all disputes not related to a possible violation of the charter or law to Rocketship.



*“Admission policy and procedures, consistent with subdivision (e).”  
- Education Code Section 47605.6(b)(5)(M)*

RSA shall strive to achieve a student population that understands and values Rocketship’s mission and vision statements and is committed to our instructional and operational philosophy.

RSA shall be an open enrollment and tuition-free public charter school and shall admit all pupils who wish to attend. No test or assessment shall be administered to students prior to acceptance and enrollment into RSA. RSA will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School's recruitment and enrollment processes shall be as described herein. The Charter School shall maintain on its website instructions for applying and information on the public random drawing and enrollment processes, including all pertinent dates and deadlines, and hardcopies of all such instructions and information shall be provided upon request. Any procedures used to verify student residency must comply with state and federal law, and must not discriminate against students or prospective students based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other characteristic protected by law, or association with persons with any of these characteristics.

The school shall be nonsectarian in its programs, admission policies, employment practices, and all operations, shall not charge tuition, and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, sexual orientation,

or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

#### APPLICATION AND REGISTRATION PROCESS

The application process begins with the completion of a student interest form, which includes basic student and family identification information for the purposes of entry into public random drawing. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. RSA shall admit all students who wish to attend the Charter School subject only to capacity. In the event that this occurs, RSA will hold a public random drawing, further described below, to determine enrollment for the impacted grade level, with the exception of existing students (2<sup>nd</sup> year forward) who are guaranteed enrollment in the following school year.

In order for students to be included in the public random drawing for admission to the Charter School (if a public random drawing is necessary), families must submit an application that includes only the student's name, grade, birthdate, and contact information for the family, including address, the current school that the student may attend, and whether a sibling attends the Charter School in order to establish whether the student is entitled to admission preference. The admission application submitted prior to any public random drawing and before a student is offered a space at the Charter School shall specifically be limited only to the above-listed general information and in no event shall any application/registration/enrollment materials that are requested or required prior to the student being offered a place at the Charter School include any information concerning any protected characteristic of the student or his/her parent/guardian, including, but not limited to, mental or physical disability or current or prior eligibility for services pursuant to the IDEA or Section 504.

Upon selection for admission pursuant to public random drawing, the registration process will include documentation such as the following:

- Student enrollment form which contains student name, address, and other identifying and demographic information;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of records<sup>18</sup>

#### LOTTERY POLICIES AND PROCEDURES

As described above, RSA will implement a public random drawing in the event that applications for enrollment exceed capacity. In accordance with Education Code Section 47605.6(e)(2)(B), enrollment preferences in the case of a public random drawing shall be allowed in the following order of preference:

1. Siblings of students currently admitted to or attending RSA
2. Children of employees of RSA (not to exceed 10% of total enrollment)
3. Students who qualify for free or reduced price meals
4. Residents of Santa Clara County
5. Other California residents

---

<sup>18</sup> In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Public random drawing rules, deadlines, dates and times will be communicated on Rocketship's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. RSA will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

RSA will likely conduct the lottery in the late winter or early spring for enrollment in fall of that year.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. Enrollment preferences are handled sequentially. All lotteries shall take place on the same day.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list in the order of their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year. Students may also apply to Rocketship after the open application period and will be placed on the wait list on a first come-first served basis if all seats are full in a particular grade level.

In no circumstance will a wait list carry over to the following school year. Rocketship will notify all wait list families when the next year's application becomes available. Students who remain on the wait list at the end of a given school year will have to submit a new application for the next school year.

## ELEMENT N: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend charter school. -- Education Code Section 47605.6(b)(5)(N)*

No student may be required to attend RSA. Students who reside within Santa Clara County who choose not to attend the Charter School may attend other district schools within the County or pursue an intra- or inter-district transfer in accordance with existing County enrollment and transfer policies.

Parents and guardians of each student enrolled in RSA will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## ELEMENT O: EMPLOYEE RETURN RIGHTS

*Governing Law: The rights of an employee of the county office of education upon leaving the employment of the county office of education to be employed by the charter school, and of any rights of return to the county office of education after leaving the employ of the charter school.-- Education Code Section 47605.6(b)(5)(O)*

No county office of education employee shall be required to work at Rocketship. Employees of the county office of education who choose to leave the employment of the county office of education to work at Rocketship will have no automatic rights of return to the county office of education after employment by Rocketship unless specifically granted by the county office of education through a leave of absence or other agreement. Rocketship employees who leave the county office of education to work at Rocketship shall have the return rights that the county office of education specifies, and any other rights upon return to the county office of education that the county office of education determines to be reasonable and not in conflict with any law.

Sick and vacation leave, and/or years of service credit, from the county office of education shall not be transferred to Rocketship Education. Employment by Rocketship Education provides no rights of employment at any other entity.

Further, in the case of closure of RSA, RSA employees shall have no rights of employment/transfer to any other Rocketship school or entity, any school district, the county office of education, or any other employer.

## ELEMENT P: CLOSURE PROCEDURES

*Governing Law:* The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. --Education Code Section 47605.6(b)(5)(P)

The Charter School shall comply with the applicable elements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth herein shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the school for any reason will be referred to as the "Closure Action."

- A. Charter School shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
- B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
- C. Charter School shall provide written notification to the home districts of the list of returning students within 10 calendar days.
- D. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 10 calendar days.
- E. On closure, Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
- F. This notice to the parents and students will be provided within 10 calendar days of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.
- G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C.

Section 1232g. As permitted by each student's district of residence, the Charter School shall transfer all appropriate student records to the district of residence, or the district to which the student is transferring if requested by the parent/guardian. Charter School will ask the SCCOE to store original records of Charter School students for which the district of residence/district of attendance is not known or will not accept the records. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

- H. As soon as is reasonably practical, but no later than 90 days after the latter of the Closure Action or the effective date of the closure, Charter School shall prepare final financial records. The Charter School's independent audit completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provide the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. By October 1, 2017, Charter School shall create a "Closure Review Policy," which shall be approved by SCCOE.
- I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.
- J. In addition to the final audit, Charter School shall also submit any required year- end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.
- K. If Rocketship Education does not operate any other charter school other than the Charter School, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School - including but not limited to all leaseholds, personal property, intellectual property developed or acquired using state or federal funds, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to another Rocketship school within Santa Clara County or if there are no other Rocketship schools in Santa Clara County to a California public school or school district, which identity shall to be determined by mutual agreement between Rocketship Education and SCCOE. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and

property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds may be by the Board according to the corporations' governing documents, and such assets may be distributed to the SCCOE, Rocketship Education, or another California public charter school, school district, or county office of education, as the Board may elect, subject to applicable legal requirements. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the SCCOE agree that, due to the nature of the property and activities that are the subject of this provision, the SCCOE and public shall suffer irreparable harm should the Charter School breach any obligation under its Closure Protocol. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As RSA is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

## BUSINESS OPERATIONS

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605.6(h)*

## BUDGETS AND CASH FLOW

Attached, as Appendix 3, are the following documents:

- A projected multi-year budget;
- Cash flow and financial projections;
- A narrative describing the above.

These documents are based upon the best data available to the Petitioners at this time. The San Jose Unified School District will owe in-lieu property tax payments to the Charter School pursuant to Education Code Section 47635, which provides, in relevant part:

(b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.

(1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:

(A) Six percent in August.

(B) Twelve percent in September.

(C) Eight percent each month in October, November, December, January, and February.

(2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.

(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Notwithstanding subdivision (a) of Section 14002, final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in June, in conjunction with the third recertification of annual apportionments to schools.



(5) Subdivision (a) and paragraphs (1) to (4), inclusive, do not apply for pupils who reside in, and are otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a non-basic aid school district. With regard to these pupils, the sponsoring basic aid school district shall transfer to the charter school an amount of funds equivalent to the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned through average daily attendance by the charter school for each pupil's attendance, not to exceed the average property tax share per unit of average daily attendance for pupils residing and attending in the basic aid school district. The transfer of funds shall be made in not fewer than two installments at the request of the charter school, the first occurring not later than February 1 and the second not later than June 1 of each school year. Payments shall reflect the average daily attendance certified for the time periods of the first and second principal apportionments, respectively. The Superintendent may not apportion any funds for the attendance of pupils described in this subdivision unless the amount transferred by the basic aid school district is less than the local control funding formula grant pursuant to Section 42238.02, as implemented by Section 42238.03, earned by the charter school, in which event the Superintendent shall apportion the difference to the charter school from state funds.

The attached budget assumes that these payments will be made timely by the San Jose Unified School District as required by Education Code Sections 47635 and 42238.02. The program outlined in the petition is predicated, among other things, on the San Jose Unified School District meeting its obligation to provide in-lieu property tax payments in a timely fashion and the State of California maintaining at least the funding rates per pupil contained in the 2013-14 fiscal year budget.

## FINANCIAL REPORTING

Rocketship shall provide reports as required by Education Code Section 47604.33 as follows, and shall provide additional fiscal reports as requested by the Authorizer:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Office of Education, State Controller, and State Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
- All attendance reports: 20 day, P-1, P-2 and annual.
- All additional reporting as agreed to, in writing, as part of an MOU between the Authorizer and Rocketship.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the School Accountability Report Card (“SARC”), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

## INSURANCE

Rocketship shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. SCCOE shall be named as an additional insured on all policies of the Charter School.

## ADMINISTRATIVE SERVICES

***Governing Law:** The manner in which administrative services of the charter school are to be provided. -- Education Code Section 47605.6(h)*

Administrative services will be managed in-house and contracted with appropriately qualified and/or credentialed (as necessary) outside providers to address all administrative services. Please see above Element D for the role of Rocketship Education as the primary provider of administrative services. The Charter School does not anticipate purchasing any services from the County, but reserves the opportunity to include a review of County services and pricing as the Charter School deems appropriate.

Selection of contractors includes a rigorous screening process. In the case where a contractor is paid for by federal funds, the Charter School shall follow applicable federal guidelines.

## FACILITIES

***Governing Law:** The governing board shall require that the petitioner or petitioners provide information regarding...the facilities to be used by the school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. – Education Code Section 47605.6(h).*

**Location.** RSA is located at 198 W. Alma Ave. in San Jose, California. The Charter School plans to remain located at this site through the term of this renewal. The facility was originally built for RSA’s specific program and has been carefully maintained and updated throughout RSA’s occupancy.

## IMPACT ON THE COUNTY

*Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. -- Education Code Section 47605.6(h).*

RSA is operated by RSED, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of public charter schools for educational services in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law.

The Rocketship Education Articles of Incorporation and Bylaws are attached as Appendix 19 and Appendix 20, respectively. Rocketship Education shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the Authorizer shall not be liable for the operation of RSA.

Further, RSED and the Authorizer may enter into a memorandum of understanding or contract which shall provide for indemnification of the Authorizer by RSED. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The Authorizer shall be named an additional insured on the general liability insurance of RSA.

The corporate bylaws of Rocketship Education and each of its schools shall provide for indemnification of the Rocketship Education and Rocketship Education Board of Directors, officers, agents, and employees, and Rocketship Education and Rocketship Board will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

Rocketship Education and the Rocketship Education Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

## CONCLUSION

By approving the renewal of this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve student learning; increase learning opportunities for all students, with special emphasis on expanded learning opportunities for all students who are identified as academically low-achieving; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and be following the directive of law to encourage the creation of Charter Schools. The Petitioners are eager to work independently but cooperatively with the Authorizer to set the gold standard for charter schools. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the District with the strongest possible proposal for establishment of a charter for a five-year term to begin July 1, 2025. In order to comply with rigorous Authorizer charter approval requirements, the Petitioners have attached a comprehensive series of detailed appendices. These appendices, with the exception of the Budget included as Appendix 3, are not intended to be incorporated by reference into the petition, but are provided to ensure that the Authorizer has a full and accurate understanding of the scope of the charter proposal and the means by which the Petitioners intend to achieve the academic results outlined in the charter.

Pursuant to Education Code section 47605.6(b) the chartering authority shall be guided by the intent of the legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The county board of education shall grant a charter for the operation of the school if it is satisfied the granting of the charter is consistent with sound educational practice. The county board of education shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth facts to support a finding that the charter petition's educational program is unsound, or the charter petitioners are unlikely to succeed, or the charter fails to include the appropriate number of signatures or affirmations, or the charter does not include required affirmations and a reasonably comprehensive description of all of the required elements, or the charter school is demonstrably unlikely to serve the interests of the entire community where the charter school will locate.

# ROCKETSHIP PUBLIC SCHOOLS

**Executive Summary  
Rocketship Education  
Board of Directors  
August 28, 2024**

<b>Agenda Item:</b> 7D-E.	X	OPEN/ACTION
<b>Subject:</b> 7D. Approve Updated After School Education and Safety (ASES) Program Plans for all CA Schools  7E. Approve Updated Expanded Learning Opportunities Program (ELOP) Plans for all CA Schools		INFORMATION
		CONSENT

**Recommendation(s):**

Based on the results of the Request for Proposal (RFP) process conducted in May of 2024 and the annual program plan review process, staff members recommend that the Rocketship Education Board of Directors (Board) approve the updated Expanded Learning Opportunities Program (ELOP) and After School Education and Safety (ASES) Program Plans.

**Background:**

In December 2023, after a shift in the partnership, the Boys and Girls Club of Silicon Valley (BGCSV) assumed additional responsibility and increased service delivery to the dual-funded sites.

- BGCSV went from serving two (2) of the thirteen (13) Rocketship local education agencies (LEA) to seven (7) Rocketship LEAs.
- In turn, the YMCA of Silicon Valley (YMCA) reduced the sites they served from ten (10) LEAs to six (6) LEAs.

In April 2024, Rocketship learned the California Department of Education (CDE) recommended there be a single after school care provider at each local education agency (LEA). Following this recommendation, Rocketship prepared to meet the terms of the same.

In May 2024, Rocketship conducted an RFP process to move toward a single after school care provider at each LEA/site. This RFP process resulted in the following effective August 2024:

- BGCSV providing services to ten (10) of the Rocketship LEAs, and
- YMCA providing services to the three (3) remaining Rocketship LEAs.

Staff members request that the Board approve of the attached updated program plans. The separate Memoranda of Understanding with BGCSV and YMCA aligning with the scope of services described here were approved by the Board in June 2024.

**Summary of Previous Board Action:**

The Board approved the ELOP and ASES Memoranda of Understanding with BGCSV and YMCA respectively on June 13, 2024.

**Fiscal Impact:**

Both programs will continue to be funded pursuant to existing grants.

**Submitted by:**

The CA Operations and Extended Learning Team

Christopher Castro, Lead RDO, Bay Area, Rocketship Public Schools

Paul Nguyen, Associate Director, Extended Learning

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S394-EZ
2. County District School (CDS) Code - 43104390125799
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)



# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Alma Academy	43104390125799

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	77.1%
Rocketship English Learners	59.7%
Rocketship Students with Disabilities	10.3%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build



# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource



## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.



## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S393-EZ
2. County District School (CDS) Code - 43104390125781
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Academy Brilliant Minds	43104390125781

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	76.7%
Rocketship English Learners	57.8%
Rocketship Students with Disabilities	8.8%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community



## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program



## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR



## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S394-EZ
2. County District School (CDS) Code - 43104390125799
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Alma Academy	43104390125799

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	77.1%
Rocketship English Learners	59.7%
Rocketship Students with Disabilities	10.3%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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



## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,



## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:



## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY





**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 07-23939-S965-EZ
2. County District School (CDS) Code - 07616480137430
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Delta Prep	07616480137430

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	66.4%
Rocketship English Learners	31.1%
Rocketship Students with Disabilities	9%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.



# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,



## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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



## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP

## PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Discovery Prep After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S193-EZ**
2. County District School (CDS) Code - **43104390123281**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Discovery Prep	43104390123281

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	74.1%
Rocketship English Learners	61.4%
Rocketship Students with Disabilities	8.8%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.



# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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



## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.



# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S687-EZ
2. County District School (CDS) Code - 43104390131110
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Fuerza Community Prep	43104390131110

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	71.8%
Rocketship English Learners	64.9%
Rocketship Students with Disabilities	7.6%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.



# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

YMCA After School Program (ASP) operates at Rocketship. 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 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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 works 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 safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

Y 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 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.

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 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 staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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 staff in partnership with school day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand consequences for 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

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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 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 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 which YMCA staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

## **After School Education and Safety Program Plan Guide**

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 are committed to health, fitness and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 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 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 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

# After School Education and Safety Program Plan Guide

families' participation.

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

Rocketship does not obtain ASES Summer Supplemental funding and the YMCA continues 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.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

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 student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y 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.

## **After School Education and Safety Program Plan Guide**

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, snack, activity implementation, and after school climate. With the confidence they build as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.



# **After School Education and Safety Program Plan Guide**

The after school program at Rocketship 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 to engage kids in nutrition and health education.

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 feels 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.

## **After School Education and Safety Program Plan Guide**

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 takes 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-in's) is made a priority. Flyers and/or meetings are 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 which are physically accessible to students and families who use assistive devices.

Further, the Y'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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

# **After School Education and Safety Program Plan Guide**

## **7—Quality Staff**

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to 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 equivalent to high school graduation. Fingerprinting is done through the YMCA .

Staff are recruited by the YMCA through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district wide training. Oversight and accountability on the YMCA side includes an administrative staff member that works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The YMCA 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 Association office.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

trainings are scheduled based on staff need. Staff online and in person conferences such as the Region 5 and YMCA conference 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 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 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 does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

## **After School Education and Safety Program Plan Guide**

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the YMCA , uses a variety of data points to assess stakeholder need 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 has intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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, 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 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 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 will data 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

## **After School Education and Safety Program Plan Guide**

readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs around 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 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, 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 team at Rocketship to ensure that the YMCA vision, mission, and strategies are aligned to 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 their 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 vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA engages and welcomes key stakeholders from the school to work in collaboration with YMCA 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 . Our Rocketship Public School Extended Learning

## **After School Education and Safety Program Plan Guide**

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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the YMCA 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA 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 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 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, 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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.



## **After School Education and Safety Program Plan Guide**

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 . 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Santa Clara County After School Collaborative. The Y is one of the three founders and current leaders of this county-wide collaborative, which brings together diverse after school providers and allied organizations to work on the four common goals of high quality programs, well-trained staff, advocacy, and sustainable collaboration. Typically, 25 organizations (including the Y ) participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county, and state levels.
- Project Cornerstone. The Y is the home agency and founding member of this county-wide collaborative that works to build a web of support around young people so that they grow into healthy, caring, and responsible adults. Project Cornerstone’s more than 400 schools and community, business, and government partners work to change personal behaviors of adults, strengthen programs that serve youth, and impact public policy. The collaborative mobilizes adult volunteers to work in school literacy programs; Middle School Clubs that engage parents in school activities; Expect Respect, a bullying prevention program; Take It Personally, a 6-week training to educate and inspire adults to support youth in all aspects of their lives; and ongoing school staff training and consulting to help teachers, administrators, and other school employees identify opportunities to connect with youth and identify and interrupt bullying.
- Region 5 After School Partnerships. This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. COOs, Mary Hoshiko Haughey (YMCA), have been members of Region 5’s Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.

## **After School Education and Safety Program Plan Guide**

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The Y believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

Y 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, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels

## **After School Education and Safety Program Plan Guide**

- 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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/implementatn.asp>.

Program improvement is ongoing at the Y and an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer

## **After School Education and Safety Program Plan Guide**

programming. The Y is a leader in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA'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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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 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

## **After School Education and Safety Program Plan Guide**

professional fiscal staff maintain detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintains 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.

COOs, Mary Hoshiko Haughey (Y) 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.

- 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 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 secured an agreement with Rocketship that the Site Director will be treated as a member of the school staff and attends 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 oversee all of our after school programs, and also attend monthly Region 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA dedicates 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our YMCA 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 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*);
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*).

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the YMCA of Silicon Valley and the national YMCA to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving. We also leverage federal funding for healthy meals and snacks from the Child and Adult Care Food Program and National School Lunch Program (CACFP and NSLP.)

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant



## **After School Education and Safety Program Plan Guide**

and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year. We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our YMCA After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 07-23939-S805-EZ
2. County District School (CDS) Code - 07617540134072
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Futuro Academy	07617540134072

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	72.4%
Rocketship English Learners	61.7%
Rocketship Students with Disabilities	10%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community



## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program



## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR



## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Los Suenos Academy After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S127-EZ**
2. County District School (CDS) Code - **43104390120642**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Los Suenos Academy	43104390120642

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	86%
Rocketship English Learners	62.8%
Rocketship Students with Disabilities	11.3%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

YMCA After School Program (ASP) operates at Rocketship. 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 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 on 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 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



## **After School Education and Safety Program Plan Guide**

- 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 works 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 safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

Y 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 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.

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 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 staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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 staff in partnership with school day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand consequences for 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

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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 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 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 which YMCA staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

## **After School Education and Safety Program Plan Guide**

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 are committed to health, fitness and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 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 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 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

# After School Education and Safety Program Plan Guide

families' participation.

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

Rocketship does not obtain ASES Summer Supplemental funding and the YMCA continues 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.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA 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

# **After School Education and Safety Program Plan Guide**

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 student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y 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.

## **After School Education and Safety Program Plan Guide**

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, snack, activity implementation, and after school climate. With the confidence they build as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

# **After School Education and Safety Program Plan Guide**

The after school program at Rocketship 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 to engage kids in nutrition and health education.



## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 feels 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.

## **After School Education and Safety Program Plan Guide**

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 takes 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-in's) is made a priority. Flyers and/or meetings are 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 which are physically accessible to students and families who use assistive devices.

Further, the Y'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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

# After School Education and Safety Program Plan Guide

## 7—Quality Staff

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to 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 equivalent to high school graduation. Fingerprinting is done through the YMCA .

Staff are recruited by the YMCA through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district wide training. Oversight and accountability on the YMCA side includes an administrative staff member that works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The YMCA 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 Association office.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

trainings are scheduled based on staff need. Staff online and in person conferences such as the Region 5 and YMCA conference 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 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 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 does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

## **After School Education and Safety Program Plan Guide**

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the YMCA , uses a variety of data points to assess stakeholder need 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 has intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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, 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 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 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 will data 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

## **After School Education and Safety Program Plan Guide**

readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs around 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 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, 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 team at Rocketship to ensure that the YMCA vision, mission, and strategies are aligned to 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 their 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 vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA engages and welcomes key stakeholders from the school to work in collaboration with YMCA 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 . Our Rocketship Public School Extended Learning

## **After School Education and Safety Program Plan Guide**

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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the YMCA 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA 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 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 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, 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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.

## **After School Education and Safety Program Plan Guide**

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 . 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Santa Clara County After School Collaborative. The Y is one of the three founders and current leaders of this county-wide collaborative, which brings together diverse after school providers and allied organizations to work on the four common goals of high quality programs, well-trained staff, advocacy, and sustainable collaboration. Typically, 25 organizations (including the Y ) participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county, and state levels.
- Project Cornerstone. The Y is the home agency and founding member of this county-wide collaborative that works to build a web of support around young people so that they grow into healthy, caring, and responsible adults. Project Cornerstone’s more than 400 schools and community, business, and government partners work to change personal behaviors of adults, strengthen programs that serve youth, and impact public policy. The collaborative mobilizes adult volunteers to work in school literacy programs; Middle School Clubs that engage parents in school activities; Expect Respect, a bullying prevention program; Take It Personally, a 6-week training to educate and inspire adults to support youth in all aspects of their lives; and ongoing school staff training and consulting to help teachers, administrators, and other school employees identify opportunities to connect with youth and identify and interrupt bullying.
- Region 5 After School Partnerships. This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. COOs, Mary Hoshiko Haughey (YMCA), have been members of Region 5’s Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.



## **After School Education and Safety Program Plan Guide**

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The Y believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

Y 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, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels

## **After School Education and Safety Program Plan Guide**

- 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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/implementatn.asp>.

Program improvement is ongoing at the Y and an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer

## **After School Education and Safety Program Plan Guide**

programming. The Y is a leader in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA'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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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 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

## **After School Education and Safety Program Plan Guide**

professional fiscal staff maintain detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintains 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.

COOs, Mary Hoshiko Haughey (Y) 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.

- 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 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 secured an agreement with Rocketship that the Site Director will be treated as a member of the school staff and attends 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 oversee all of our after school programs, and also attend monthly Region 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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/lb/ba/cp/earlyreleaseguide.asp>.

The YMCA and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA dedicates 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our YMCA 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 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*);
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*).

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the YMCA of Silicon Valley and the national YMCA to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving. We also leverage federal funding for healthy meals and snacks from the Child and Adult Care Food Program and National School Lunch Program (CACFP and NSLP.)

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California's Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant

## **After School Education and Safety Program Plan Guide**

and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year. We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our YMCA After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.



# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Mateo Sheedy Elementary After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-C850-EZ**
2. County District School (CDS) Code - **43104390113704**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Mateo Sheedy Elementary	43104390113704

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	76.6%
Rocketship English Learners	57.8%
Rocketship Students with Disabilities	7.9%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.



# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.



## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.



## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Mosaic Elementary After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S192-EZ**
2. County District School (CDS) Code - **43694500123299**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Mosaic Elementary	43 69450 0123299

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	71.3%
Rocketship English Learners	65.1%
Rocketship Students with Disabilities	11.1%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

YMCA After School Program (ASP) operates at Rocketship. 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 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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 works 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 safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

Y 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 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.

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 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 staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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.



## **After School Education and Safety Program Plan Guide**

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 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 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 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 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 staff in partnership with school day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand consequences for 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

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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 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 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 which YMCA staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

## **After School Education and Safety Program Plan Guide**

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 are committed to health, fitness and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 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 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 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

# **After School Education and Safety Program Plan Guide**

families' participation.

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

Rocketship does not obtain ASES Summer Supplemental funding and the YMCA continues 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.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

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 student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y 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.

## **After School Education and Safety Program Plan Guide**

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, snack, activity implementation, and after school climate. With the confidence they build as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

# **After School Education and Safety Program Plan Guide**

The after school program at Rocketship 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 to engage kids in nutrition and health education.

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 feels 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.



## **After School Education and Safety Program Plan Guide**

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 takes 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-in's) is made a priority. Flyers and/or meetings are 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 which are physically accessible to students and families who use assistive devices.

Further, the Y'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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

# After School Education and Safety Program Plan Guide

## 7—Quality Staff

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to 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 equivalent to high school graduation. Fingerprinting is done through the YMCA .

Staff are recruited by the YMCA through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district wide training. Oversight and accountability on the YMCA side includes an administrative staff member that works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The YMCA 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 Association office.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

trainings are scheduled based on staff need. Staff online and in person conferences such as the Region 5 and YMCA conference 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 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 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 does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

## **After School Education and Safety Program Plan Guide**

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the YMCA , uses a variety of data points to assess stakeholder need 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 has intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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, 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 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 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 will data 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

## **After School Education and Safety Program Plan Guide**

readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs around 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 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, 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 team at Rocketship to ensure that the YMCA vision, mission, and strategies are aligned to 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 their 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 vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA engages and welcomes key stakeholders from the school to work in collaboration with YMCA 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 . Our Rocketship Public School Extended Learning

## **After School Education and Safety Program Plan Guide**

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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the YMCA 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA 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 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 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, 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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.

## **After School Education and Safety Program Plan Guide**

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 . 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Santa Clara County After School Collaborative. The Y is one of the three founders and current leaders of this county-wide collaborative, which brings together diverse after school providers and allied organizations to work on the four common goals of high quality programs, well-trained staff, advocacy, and sustainable collaboration. Typically, 25 organizations (including the Y ) participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county, and state levels.
- Project Cornerstone. The Y is the home agency and founding member of this county-wide collaborative that works to build a web of support around young people so that they grow into healthy, caring, and responsible adults. Project Cornerstone’s more than 400 schools and community, business, and government partners work to change personal behaviors of adults, strengthen programs that serve youth, and impact public policy. The collaborative mobilizes adult volunteers to work in school literacy programs; Middle School Clubs that engage parents in school activities; Expect Respect, a bullying prevention program; Take It Personally, a 6-week training to educate and inspire adults to support youth in all aspects of their lives; and ongoing school staff training and consulting to help teachers, administrators, and other school employees identify opportunities to connect with youth and identify and interrupt bullying.
- Region 5 After School Partnerships. This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. COOs, Mary Hoshiko Haughey (YMCA), have been members of Region 5’s Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.

## **After School Education and Safety Program Plan Guide**

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The Y believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

Y 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, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels



## **After School Education and Safety Program Plan Guide**

- 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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/implementatn.asp>.

Program improvement is ongoing at the Y and an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer

## **After School Education and Safety Program Plan Guide**

programming. The Y is a leader in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA'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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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 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

## **After School Education and Safety Program Plan Guide**

professional fiscal staff maintain detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintains 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.

COOs, Mary Hoshiko Haughey (Y) 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.

- 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 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 secured an agreement with Rocketship that the Site Director will be treated as a member of the school staff and attends 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 oversee all of our after school programs, and also attend monthly Region 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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/lb/ba/cp/earlyreleaseguide.asp>.

The YMCA and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA dedicates 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our YMCA 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 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*);
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*).

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the YMCA of Silicon Valley and the national YMCA to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving. We also leverage federal funding for healthy meals and snacks from the Child and Adult Care Food Program and National School Lunch Program (CACFP and NSLP.)

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant

## **After School Education and Safety Program Plan Guide**

and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year. We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our YMCA After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY





**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 41-23939-S736-EZ
2. County District School (CDS) Code - 41690050132076
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Redwood City	41690050132076

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	85.7%
Rocketship English Learners	68.5%
Rocketship Students with Disabilities	11.7%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.



# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,



## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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



## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number -
2. County District School (CDS) Code - 43104390133496
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Rising Stars	43104390133496

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	72.4%
Rocketship English Learners	60%
Rocketship Students with Disabilities	7.9%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.



# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

- 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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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



## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.



# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

## ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Si Se Puede Academy After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S061-EZ**
2. County District School (CDS) Code - **43104390119024**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Si Se Puede Academy	43104390119024

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	83.6%
Rocketship English Learners	68.8%
Rocketship Students with Disabilities	11.5%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.



# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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



## **After School Education and Safety Program Plan Guide**

accordance with the requirements of the federal Healthy, Hunger-Free Kids Act 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case



## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.



# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Spark Academy After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S526-EZ
2. County District School (CDS) Code - 43694500128108
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Spark Academy	43694500128108

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	60.1%
Rocketship English Learners	53.8%
Rocketship Students with Disabilities	8.2%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.



# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.



## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.



## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 07-23939-S965-EZ
2. County District School (CDS) Code - 07616480137430
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Delta Prep	07616480137430

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	66.4%
Rocketship English Learners	31.1%
Rocketship Students with Disabilities	9%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.



## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.



## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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



## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Discovery Prep After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S193-EZ**
2. County District School (CDS) Code - **43104390123281**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)



# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Discovery Prep	43104390123281

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	74.1%
Rocketship English Learners	61.4%
Rocketship Students with Disabilities	8.8%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build



# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource



## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.



## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**This Program Plan Guide is required by California *Education Code (EC) 8482.3(g)(1)*. It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S687-EZ
2. County District School (CDS) Code - 43104390131110
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Fuerza Community Prep	43104390131110

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	71.8%
Rocketship English Learners	64.9%
Rocketship Students with Disabilities	7.6%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

YMCA After School Program (ASP) operates at Rocketship. 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 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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 works 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 safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

Y 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 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.

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 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 staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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 staff in partnership with school day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand consequences for 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

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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 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 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 which YMCA staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:



## **After School Education and Safety Program Plan Guide**

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 are committed to health, fitness and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 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 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 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

# After School Education and Safety Program Plan Guide

families' participation.

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

Rocketship does not obtain ASES Summer Supplemental funding and the YMCA continues 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.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA 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

# **After School Education and Safety Program Plan Guide**

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 student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y 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.

## **After School Education and Safety Program Plan Guide**

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, snack, activity implementation, and after school climate. With the confidence they build as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

# **After School Education and Safety Program Plan Guide**

The after school program at Rocketship 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 to engage kids in nutrition and health education.

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 feels 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.

## **After School Education and Safety Program Plan Guide**

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 takes 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-in's) is made a priority. Flyers and/or meetings are 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 which are physically accessible to students and families who use assistive devices.

Further, the Y'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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

# **After School Education and Safety Program Plan Guide**

## **7—Quality Staff**

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to 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 equivalent to high school graduation. Fingerprinting is done through the YMCA .

Staff are recruited by the YMCA through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district wide training. Oversight and accountability on the YMCA side includes an administrative staff member that works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The YMCA 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 Association office.

The YMCA 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



## **After School Education and Safety Program Plan Guide**

trainings are scheduled based on staff need. Staff online and in person conferences such as the Region 5 and YMCA conference 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 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 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 does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

## **After School Education and Safety Program Plan Guide**

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the YMCA , uses a variety of data points to assess stakeholder need 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 has intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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, 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 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 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 will data 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

## **After School Education and Safety Program Plan Guide**

readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs around 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 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, 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 team at Rocketship to ensure that the YMCA vision, mission, and strategies are aligned to 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 their 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 vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA engages and welcomes key stakeholders from the school to work in collaboration with YMCA 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 . Our Rocketship Public School Extended Learning

## **After School Education and Safety Program Plan Guide**

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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the YMCA 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA 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 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 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, 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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.

## **After School Education and Safety Program Plan Guide**

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 . 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Santa Clara County After School Collaborative. The Y is one of the three founders and current leaders of this county-wide collaborative, which brings together diverse after school providers and allied organizations to work on the four common goals of high quality programs, well-trained staff, advocacy, and sustainable collaboration. Typically, 25 organizations (including the Y ) participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county, and state levels.
- Project Cornerstone. The Y is the home agency and founding member of this county-wide collaborative that works to build a web of support around young people so that they grow into healthy, caring, and responsible adults. Project Cornerstone’s more than 400 schools and community, business, and government partners work to change personal behaviors of adults, strengthen programs that serve youth, and impact public policy. The collaborative mobilizes adult volunteers to work in school literacy programs; Middle School Clubs that engage parents in school activities; Expect Respect, a bullying prevention program; Take It Personally, a 6-week training to educate and inspire adults to support youth in all aspects of their lives; and ongoing school staff training and consulting to help teachers, administrators, and other school employees identify opportunities to connect with youth and identify and interrupt bullying.
- Region 5 After School Partnerships. This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. COOs, Mary Hoshiko Haughey (YMCA), have been members of Region 5’s Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.

## **After School Education and Safety Program Plan Guide**

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The Y believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

Y 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, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels

## **After School Education and Safety Program Plan Guide**

- 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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/implementatn.asp>.

Program improvement is ongoing at the Y and an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer

## **After School Education and Safety Program Plan Guide**

programming. The Y is a leader in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA'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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.



# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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 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

## **After School Education and Safety Program Plan Guide**

professional fiscal staff maintain detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintains 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.

COOs, Mary Hoshiko Haughey (Y) 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.

- 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 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 secured an agreement with Rocketship that the Site Director will be treated as a member of the school staff and attends 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 oversee all of our after school programs, and also attend monthly Region 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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/lb/ba/cp/earlyreleaseguide.asp>.

The YMCA and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA dedicates 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our YMCA 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 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*);
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*).

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the YMCA of Silicon Valley and the national YMCA to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving. We also leverage federal funding for healthy meals and snacks from the Child and Adult Care Food Program and National School Lunch Program (CACFP and NSLP.)

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant

## **After School Education and Safety Program Plan Guide**

and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year. We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our YMCA After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 07-23939-S805-EZ
2. County District School (CDS) Code - 07617540134072
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Futuro Academy	07617540134072

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	72.4%
Rocketship English Learners	61.7%
Rocketship Students with Disabilities	10%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.



# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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



## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case



## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.



# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Los Suenos Academy After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S127-EZ**
2. County District School (CDS) Code - **43104390120642**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Los Suenos Academy	43104390120642

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	86%
Rocketship English Learners	62.8%
Rocketship Students with Disabilities	11.3%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

YMCA After School Program (ASP) operates at Rocketship. 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 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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 works 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 safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

Y 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 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.

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 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 staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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 staff in partnership with school day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand consequences for 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

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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 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 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 which YMCA staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

## **After School Education and Safety Program Plan Guide**

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 are committed to health, fitness and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 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 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 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



# After School Education and Safety Program Plan Guide

families' participation.

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

Rocketship does not obtain ASES Summer Supplemental funding and the YMCA continues 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.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA 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

# **After School Education and Safety Program Plan Guide**

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 student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y 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.

## **After School Education and Safety Program Plan Guide**

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, snack, activity implementation, and after school climate. With the confidence they build as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

## **After School Education and Safety Program Plan Guide**

The after school program at Rocketship 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 to engage kids in nutrition and health education.

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 feels 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.

## **After School Education and Safety Program Plan Guide**

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 takes 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-in's) is made a priority. Flyers and/or meetings are 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 which are physically accessible to students and families who use assistive devices.

Further, the Y'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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

# **After School Education and Safety Program Plan Guide**

## **7—Quality Staff**

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to 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 equivalent to high school graduation. Fingerprinting is done through the YMCA .

Staff are recruited by the YMCA through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district wide training. Oversight and accountability on the YMCA side includes an administrative staff member that works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The YMCA 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 Association office.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

trainings are scheduled based on staff need. Staff online and in person conferences such as the Region 5 and YMCA conference 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 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 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 does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.



## **After School Education and Safety Program Plan Guide**

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the YMCA , uses a variety of data points to assess stakeholder need 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 has intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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, 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 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 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 will data 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

## **After School Education and Safety Program Plan Guide**

readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs around 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 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, 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 team at Rocketship to ensure that the YMCA vision, mission, and strategies are aligned to 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 their 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 vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA engages and welcomes key stakeholders from the school to work in collaboration with YMCA 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 . Our Rocketship Public School Extended Learning

## **After School Education and Safety Program Plan Guide**

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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the YMCA 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA 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 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 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, 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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.

## **After School Education and Safety Program Plan Guide**

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 . 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Santa Clara County After School Collaborative. The Y is one of the three founders and current leaders of this county-wide collaborative, which brings together diverse after school providers and allied organizations to work on the four common goals of high quality programs, well-trained staff, advocacy, and sustainable collaboration. Typically, 25 organizations (including the Y ) participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county, and state levels.
- Project Cornerstone. The Y is the home agency and founding member of this county-wide collaborative that works to build a web of support around young people so that they grow into healthy, caring, and responsible adults. Project Cornerstone’s more than 400 schools and community, business, and government partners work to change personal behaviors of adults, strengthen programs that serve youth, and impact public policy. The collaborative mobilizes adult volunteers to work in school literacy programs; Middle School Clubs that engage parents in school activities; Expect Respect, a bullying prevention program; Take It Personally, a 6-week training to educate and inspire adults to support youth in all aspects of their lives; and ongoing school staff training and consulting to help teachers, administrators, and other school employees identify opportunities to connect with youth and identify and interrupt bullying.
- Region 5 After School Partnerships. This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. COOs, Mary Hoshiko Haughey (YMCA), have been members of Region 5’s Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.

## **After School Education and Safety Program Plan Guide**

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The Y believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

Y 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, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels

## **After School Education and Safety Program Plan Guide**

- 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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/implementatn.asp>.

Program improvement is ongoing at the Y and an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer

## **After School Education and Safety Program Plan Guide**

programming. The Y is a leader in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA'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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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 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



## **After School Education and Safety Program Plan Guide**

professional fiscal staff maintain detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintains 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.

COOs, Mary Hoshiko Haughey (Y) 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.

- 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 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 secured an agreement with Rocketship that the Site Director will be treated as a member of the school staff and attends 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 oversee all of our after school programs, and also attend monthly Region 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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/lb/ba/cp/earlyreleaseguide.asp>.

The YMCA and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA dedicates 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our YMCA 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 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*);
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*).

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the YMCA of Silicon Valley and the national YMCA to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving. We also leverage federal funding for healthy meals and snacks from the Child and Adult Care Food Program and National School Lunch Program (CACFP and NSLP.)

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant

## **After School Education and Safety Program Plan Guide**

and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year. We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our YMCA After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## **Rocketship Mateo Sheedy Elementary After School Program Plan Guide**

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-C850-EZ**
2. County District School (CDS) Code - **43104390113704**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Mateo Sheedy Elementary	43104390113704

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	76.6%
Rocketship English Learners	57.8%
Rocketship Students with Disabilities	7.9%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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



## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,



## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:



## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS





**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Mosaic Elementary After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S192-EZ**
2. County District School (CDS) Code - **43694500123299**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Mosaic Elementary	43 69450 0123299

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	71.3%
Rocketship English Learners	65.1%
Rocketship Students with Disabilities	11.1%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

YMCA After School Program (ASP) operates at Rocketship. 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 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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 works 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 safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

Y 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 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.

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 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 staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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 staff in partnership with school day staff. A behavior guidance policy is in place, where parents/caregivers and students are oriented with and understand consequences for 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

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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 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 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 which YMCA staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

## **After School Education and Safety Program Plan Guide**

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 are committed to health, fitness and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 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 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 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

# After School Education and Safety Program Plan Guide

families' participation.

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

Rocketship does not obtain ASES Summer Supplemental funding and the YMCA continues 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.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

The YMCA 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



# **After School Education and Safety Program Plan Guide**

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 student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and the Y embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all Y 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.

## **After School Education and Safety Program Plan Guide**

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, snack, activity implementation, and after school climate. With the confidence they build as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

### **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

# **After School Education and Safety Program Plan Guide**

The after school program at Rocketship 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 to engage kids in nutrition and health education.

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 feels 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.

## **After School Education and Safety Program Plan Guide**

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 takes 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-in's) is made a priority. Flyers and/or meetings are 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 which are physically accessible to students and families who use assistive devices.

Further, the Y'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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

# **After School Education and Safety Program Plan Guide**

## **7—Quality Staff**

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

All leadership/school site staff are required to have prior experience working with children; curriculum interests and expertise; cultural competency, and sensitivity to 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 equivalent to high school graduation. Fingerprinting is done through the YMCA .

Staff are recruited by the YMCA through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district wide training. Oversight and accountability on the YMCA side includes an administrative staff member that works directly with the district staff on broader Region 5 and after school issues. At the local level, the YMCA has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The YMCA 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 Association office.

The YMCA 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

## **After School Education and Safety Program Plan Guide**

trainings are scheduled based on staff need. Staff online and in person conferences such as the Region 5 and YMCA conference 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 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 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 does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

## **After School Education and Safety Program Plan Guide**

- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the YMCA , uses a variety of data points to assess stakeholder need 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 has intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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, 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 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 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 will data 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



## **After School Education and Safety Program Plan Guide**

readiness to learn. Daily physical activity encourages students to develop healthy life-long habits. Students will be surveyed to assess their attitudes and beliefs around 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 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, 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 team at Rocketship to ensure that the YMCA vision, mission, and strategies are aligned to 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 their 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 vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The YMCA engages and welcomes key stakeholders from the school to work in collaboration with YMCA 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 . Our Rocketship Public School Extended Learning

## **After School Education and Safety Program Plan Guide**

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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the YMCA 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the YMCA 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 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 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, 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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.

## **After School Education and Safety Program Plan Guide**

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 . 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Santa Clara County After School Collaborative. The Y is one of the three founders and current leaders of this county-wide collaborative, which brings together diverse after school providers and allied organizations to work on the four common goals of high quality programs, well-trained staff, advocacy, and sustainable collaboration. Typically, 25 organizations (including the Y ) participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county, and state levels.
- Project Cornerstone. The Y is the home agency and founding member of this county-wide collaborative that works to build a web of support around young people so that they grow into healthy, caring, and responsible adults. Project Cornerstone’s more than 400 schools and community, business, and government partners work to change personal behaviors of adults, strengthen programs that serve youth, and impact public policy. The collaborative mobilizes adult volunteers to work in school literacy programs; Middle School Clubs that engage parents in school activities; Expect Respect, a bullying prevention program; Take It Personally, a 6-week training to educate and inspire adults to support youth in all aspects of their lives; and ongoing school staff training and consulting to help teachers, administrators, and other school employees identify opportunities to connect with youth and identify and interrupt bullying.
- Region 5 After School Partnerships. This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. COOs, Mary Hoshiko Haughey (YMCA), have been members of Region 5’s Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.

## **After School Education and Safety Program Plan Guide**

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The Y believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

Y 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, maintain their performance levels
- Improve literacy levels: 80% of students will improve literacy levels

## **After School Education and Safety Program Plan Guide**

- 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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/implementatn.asp>.

Program improvement is ongoing at the Y and an important part of achieving our overarching strategic plan goals as well as strengthening our after school and summer

## **After School Education and Safety Program Plan Guide**

programming. The Y is a leader in quality programming throughout Silicon Valley and sees assessment, planning, and improvement as necessary components of impactful work.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The YMCA'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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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 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

## **After School Education and Safety Program Plan Guide**

professional fiscal staff maintain detailed accounting of all program expenses and the sources of matching funds. Our partner HR departments maintains 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.

COOs, Mary Hoshiko Haughey (Y) 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.

- 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 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 secured an agreement with Rocketship that the Site Director will be treated as a member of the school staff and attends 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 oversee all of our after school programs, and also attend monthly Region 5 grantee meetings for grant and legislative updates and training events.



## **After School Education and Safety Program Plan Guide**

- Describe the system 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 and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA dedicates 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our YMCA 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 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*);
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*).

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the YMCA of Silicon Valley and the national YMCA to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving. We also leverage federal funding for healthy meals and snacks from the Child and Adult Care Food Program and National School Lunch Program (CACFP and NSLP.)

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant

## **After School Education and Safety Program Plan Guide**

and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year. We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our YMCA After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP

## PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 41-23939-S736-EZ
2. County District School (CDS) Code - 41690050132076
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Redwood City	41690050132076

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	85.7%
Rocketship English Learners	68.5%
Rocketship Students with Disabilities	11.7%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.



## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

accordance with the requirements of the federal Healthy, Hunger-Free Kids Act 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.



## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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



# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number -
2. County District School (CDS) Code - 43104390133496
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)



# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Rising Stars	43104390133496

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	72.4%
Rocketship English Learners	60%
Rocketship Students with Disabilities	7.9%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build



# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

accordance with the requirements of the federal Healthy, Hunger-Free Kids Act 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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource



## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.



## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC)* 8482.3(g)(1). It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Si Se Puede Academy After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - **43-23939-S061-EZ**
2. County District School (CDS) Code - **43104390119024**
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Si Se Puede Academy	43104390119024

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	83.6%
Rocketship English Learners	68.8%
Rocketship Students with Disabilities	11.5%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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

## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community



## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,

## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program



## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:

## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

## **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR



## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

# AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

**Expanded Learning Division**  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923

# ROCKETSHIP PUBLIC SCHOOLS



**BOYS & GIRLS CLUBS**  
OF SILICON VALLEY



**This Program Plan Guide is required by California *Education Code (EC) 8482.3(g)(1)*. It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.**

Revised October 2023

## Rocketship Spark Academy After School Program Plan Guide

**Include the following information along with your ASES Program Plan:**

1. Grant Identification Number - 43-23939-S526-EZ
2. County District School (CDS) Code - 43694500128108
3. Authorized Signatory (Fiscally responsible for the program)
  - a. Name: Maricela Guerrero
  - b. Title: California Executive Director
  - c. Contact Info
    - i. Phone: 408-506-4055
    - ii. Email: [mguerrero@rsed.org](mailto:mguerrero@rsed.org)

# Rocketship Public Schools After School Education and Safety Program Plan Guide

## Name(s) of After School Program Site(s)

**Instructions:** Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	CDS Code
1. Rocketship Spark Academy	43694500128108

**Instructions:** Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
Rocketship Socioeconomically Disadvantaged	60.1%
Rocketship English Learners	53.8%
Rocketship Students with Disabilities	8.2%

## Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

# After School Education and Safety Program Plan Guide

## Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC Section 8482.3[g][1]*). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to 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 section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your 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 before and after school program.

## 1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.

BGCSV After School Program (ASP) operates at Rocketship. 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.

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 on 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 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



## **After School Education and Safety Program Plan Guide**

- 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 BGCSV works 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 BGCSV's safety policies outlined above. As well as a monthly safety topic and drill this ensures the safety of students and staff within the program

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 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.

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 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, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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.

## **After School Education and Safety Program Plan Guide**

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 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 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 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 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.

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.

# **After School Education and Safety Program Plan Guide**

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.

## **2—Active and Engaged Learning**

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- Describe the planned program activities and how they will:
  - a. Provide positive youth development.
  - b. Provide hands-on, project-based learning that will result in culminating products or events.
- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

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. 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 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 which BGCSV staff conduct during the fall. Based off of the needs of each site Weikart provides specific focuses which includes these nine areas:

1. Structure and Clear limits
2. Homework Help
3. Youth Voice
4. Planning and Reflection
5. Building Community

## **After School Education and Safety Program Plan Guide**

6. Cooperative Learning
7. Active Learning
8. Ask, Listen, Encourage
9. Reframing Conflict

The district and the BGCSV are committed to health, fitness and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 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 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 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.

# **After School Education and Safety Program Plan Guide**

Rocketship does not obtain ASES Summer Supplemental funding and the BGCSV continues their efforts into the summer with our Summer Learning Programs.

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, on-going 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 educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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.

# After School Education and Safety Program Plan Guide

## 4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.

Active student engagement is the cornerstone of a strong youth development program, and BGCSV embeds 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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, snack, activity implementation, and after school climate. With the confidence they build

# **After School Education and Safety Program Plan Guide**

as student leaders in 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 are able to make choices based on their interests and strengths. Students provide feedback to staff, to LITs, and to each other on topics or interests for activities and clubs. Once we have their interests, we plan 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 older students in our after-school program are Second Harvest's Food Drive, which provides food for families and community; school site cleanups; and creating care packages for homeless shelters.

## **5—Healthy Choices and Behaviors**

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

The after school program at Rocketship 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

## **After School Education and Safety Program Plan Guide**

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 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. Specific measurable goals and outcomes are identified within each section this link here for more details: [https://drive.google.com/file/d/1j1ABHhP8h4\\_bxnzPAZX7WKCxMYpThsJ4/view](https://drive.google.com/file/d/1j1ABHhP8h4_bxnzPAZX7WKCxMYpThsJ4/view)

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 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,



## **After School Education and Safety Program Plan Guide**

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.

### **6—Diversity, Access, and Equity**

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

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 BGCSV takes 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-in's) is made a priority. Flyers and/or meetings are available in multiple languages and when language poses a barrier an interpreter is sought.

## **After School Education and Safety Program Plan Guide**

When students with special needs are enrolled in the program, the 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 which are physically accessible to students and families who use assistive devices.

Further, the 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 engagement of our students and community.

Other examples of potential barriers to participation include language, program hours, and 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 child care issues. We provide resources to families in these areas to help them address these larger, more systemic issues.

### **7—Quality Staff**

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
- Describe the type and schedule for the continuous professional development that will be provided to staff.
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

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

## **After School Education and Safety Program Plan Guide**

Vietnamese. Site Directors must demonstrate supervisory ability and experience working for complex organizations.

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

Staff are recruited by the BGCSV through various methods including website postings, school community postings and local State and Community Colleges in the Education and recreation departments. Staff have a comprehensive training plan that is managed by the BGCSV, staff attend Region 4 & 5 training and other BGCSV and district wide training. Oversight and accountability on the BGCSV side includes an administrative staff member that works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the BGCSV has a program manager that oversees all the programs in the district and works directly with the district ASES manager to ensure reports are submitted. The 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 BGCSV Association office.

The 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 4 & 5 and BGCSV conference 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 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. BGCSV leadership visits each program at least twice per year and conduct extensive evaluations, followed by written reports and debriefs with Site and Program

## **After School Education and Safety Program Plan Guide**

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 BGCSV does not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.
- Describe three to five program goals developed from the results of the needs assessment and how data will be collected to evaluate whether program goals are being met.
- 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.
- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Rocketship, as the Program Grantee works in conjunction with the BGCSV, uses a variety of data points to assess stakeholder need 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.

## **After School Education and Safety Program Plan Guide**

*How needs were identified:* The BGCSV has intimate knowledge of the targeted school communities through our on-the-ground presence since 1944, 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, 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 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 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 will data 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 around 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 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, 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 team at Rocketship to ensure that the BGCSV's vision, mission, and strategies are aligned to 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 their objectives for social emotional learning,

## **After School Education and Safety Program Plan Guide**

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 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 BGCSV vision and mission for out of school time programs, and for healthy, thriving families. We attend school board meetings, and other convening within each district. In addition, Santa Clara County Office of Education provides data, research, and policy insights to help frame our goals and expected outcomes.

The BGCSV engages and welcomes key stakeholders from the school to work in collaboration with 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 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 collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.

Key partners in the planning, and implementation and monitoring of the after school program are the Rocketship team and the 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 program happenings and events we host weekly meetings and opportunity to plan ahead of time. Communication between the 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 BGCSV site director meets regularly with the Associate and Senior Associate Directors of Extended Learning, classroom teachers, principals and specialized school site staff (resource

## **After School Education and Safety Program Plan Guide**

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 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, school districts, and after school providers. 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 a two way communication throughout the year. Not just during the school year but year round. This consists of communication face to face, via email. The district 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 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.

- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).

We provide students with enriching and impactful programming by leveraging the expertise and resources of our extensive network of government, non-profit, community, and corporate partners, including:

- Mark Washbush (BGCSV), have been members of Region 4 & 5's Advisory Board for the last five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force. Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang related activity and crime. By offering a wide range of specific interventions, including case

## **After School Education and Safety Program Plan Guide**

management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).

- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

The BGCSV believes in the power of community partnership and collaboration to improve the health and wellbeing of individuals and families. For years, we have been at the forefront of network and partnership building in Silicon Valley and are a leader in the region in promoting quality measurement and developing culturally appropriate and academically rigorous after school.

Together, we seek to deepen our relationship with current partners including Mission College, Santa Clara University and San Jose State University.

### **10—Continuous Quality Improvement**

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and 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 <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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 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.

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:



## **After School Education and Safety Program Plan Guide**

- Improve academic achievement (state requirement): 60% of students will either increase their achievement levels or if already performing at proficiency or above, 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 (90%)
- Improve healthy eating: 85% of participants will improve their eating habits
- Improve physical activity: 90% will improve 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 after school program staff and school day staff and administrators is facilitated through the Site Director and 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 after school program with the school day. With this constant communication, our after school staff receive regular input on how best to 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

# **After School Education and Safety Program Plan Guide**

at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

We 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: Our program 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 comprised of the Site Director, principal, and designee teachers, parents, district staff members, and staff, who 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 the school site PQI team, Program Directors, Site Directors, school administration, and key stakeholders. The 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 uses 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 interest in after/before school and summer programs; attendees at regional conferences; and current and prospective funders.

# **After School Education and Safety Program Plan Guide**

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 how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
  - 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.
  - 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 detailed accounting of all program expenses and the sources of matching funds. Our partner HR

## **After School Education and Safety Program Plan Guide**

departments maintains 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.

Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 BGCSV secured an agreement with the Rocketship that the Site Director will be treated as a member of the school staff and attends 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 and 5 grantee meetings for grant and legislative updates and training events.

## **After School Education and Safety Program Plan Guide**

- Describe the system 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 BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The BGCSV dedicates 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship views the report and submits it to the State via ASSIST. Our 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 staff name and time of arrival. At 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*);
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

## **After School Education and Safety Program Plan Guide**

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 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 ASES 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.

## **After School Education and Safety Program Plan Guide**

### **12–Sustainability:**

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

The partners are committed to sustaining quality programs at all of our sites. We engage in constant fundraising through the BGCSV of Silicon Valley and the national BGCSV to support after school programming. The balance of the funding is raised through individual donations, corporate and community giving.

The school sites and partner districts are the first source of resources that are invaluable for sustainability. Their contributions of facilities, staff time, credentialed teachers, training, data, and other supports are critical. Under California’s Local Control Funding Formula (LCFF), many of the priorities for school sites can be addressed through quality out-of-school time programming. Diversity in funding and partnership is key to our long-term sustainability plan. The plan includes leveraging district funds including LCFF and identifying after school as a key strategy in district LCAPs, grant and individual donations fundraising, federal funding for healthy meals and snacks, and partnership resources for training, family resources, and curricula.

We meet with our partner sites and districts at the beginning and end of each school year, and we address sustainability issues for each site at the fall meeting every year.

## **After School Education and Safety Program Plan Guide**

We are working with program grantee intensively to develop a detailed sustainability plan starting three years before the expiration of the grant.

Our BGCSV After School Programs will continue to be supported by ongoing federal and state categorical funds. Partners also contribute in-kind and cash matching resources; specific contributions are outlined in our attached Letter of Agreement.

Our partnerships demonstrate commitment to delivering, enriching, and sustaining after school programs. We actively seek funding to continue and adapt our programs, which have proven to be a well-balanced and effective approach to making a real difference in the lives of children, their families, and our community. We have successfully sustained our original sites and added many new sites since we began providing after school programs in 1998. Once we established comprehensive programs in schools, their success and value became evident to teachers, parents, students, community members, and funders who share our commitment to children and families.

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 Alma Academy

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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/qualstandcqj.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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.

# Expanded Learning Opportunities

## Program Plan Guide

### 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.



## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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

## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the



## **Expanded Learning Opportunities Program Plan Guide**

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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

## Expanded Learning Opportunities Program Plan Guide

- 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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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



## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.

# Expanded Learning Opportunities Program Plan Guide

## **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 Brilliant Minds

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.

# Expanded Learning Opportunities Program Plan Guide

## 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.



## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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

## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the



## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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

## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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



## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.

# Expanded Learning Opportunities Program Plan Guide

## **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 Delta Prep

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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/qualstandcqj.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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.

# Expanded Learning Opportunities Program Plan Guide

## 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.



## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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

## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the



## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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

## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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



## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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 Discovery Prep

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.

# Expanded Learning Opportunities

## Program Plan Guide

### 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.



## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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

## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the



## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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

## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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



## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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 Fuerza Community Prep

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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”). 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.

## Expanded Learning Opportunities Program Plan Guide

YMCA 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 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 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 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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

parent instructions. If a child has a disability or special need, Y staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All YMCA 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 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.

# Expanded Learning Opportunities Program Plan Guide

## 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 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 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 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 are committed to health, fitness, and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

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



## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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 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 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 practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to

## Expanded Learning Opportunities Program Plan Guide

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 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 .

Staff are recruited by the YMCA through various methods including website postings, school community postings, and local State and Community Colleges in the Education

## **Expanded Learning Opportunities Program Plan Guide**

and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district-wide training. Oversight and accountability on the YMCA 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 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 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 Association office.

The YMCA 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 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 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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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, 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 have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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 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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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 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 vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 engage and welcome key stakeholders from the school to work in collaboration with YMCA 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. 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.



# Expanded Learning Opportunities

## Program Plan Guide

### 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 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 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 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 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, school districts, and after school providers. 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

# Expanded Learning Opportunities Program Plan Guide

between the school leaders and the after school program as well as district leaders and staff from the YMCA . 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 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, 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,

# Expanded Learning Opportunities Program Plan Guide

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>.

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

Both the Y 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

## Expanded Learning Opportunities Program Plan Guide

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 & 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 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

## Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mary Hoshiko Haughey 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.

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 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 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:

## Expanded Learning Opportunities Program Plan Guide

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 oversee all of our after school programs, and also attend monthly Region 5 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 and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship Public

## Expanded Learning Opportunities Program Plan Guide

Schools staff review the report and submit it to the State via ASSIST. Our YMCA 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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be

## Expanded Learning Opportunities Program Plan Guide

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 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.

### 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



## Expanded Learning Opportunities Program Plan Guide

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.

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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
1:30pm - 1:35pm	Transition into Classroom

## Expanded Learning Opportunities Program Plan Guide

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.

<b>Intersession Day for TK through G5</b>	
Time	Task
<b>8:00 AM</b>	Check-in / morning activities
<b>8:30 AM</b>	Morning rally
<b>9:00 AM</b>	Literacy
<b>10:00 AM</b>	Math
<b>11:00 AM</b>	Life Skills/SEL
<b>12:00 PM</b>	Lunch / activities

## Expanded Learning Opportunities Program Plan Guide

<b>1:00 PM</b>	Science
<b>2:00 PM</b>	Arts
<b>3:00 PM</b>	Sports/Fitness
<b>4:00 PM</b>	Technology
<b>5:00 PM</b>	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.

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### ***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 Futuro Academy

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.

# Expanded Learning Opportunities Program Plan Guide

## 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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



## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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

## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.



# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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

## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

# Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship



# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## **Expanded Learning Opportunities Program Plan Guide**

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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 Los Sueños Academy

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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”). 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.

## Expanded Learning Opportunities Program Plan Guide

YMCA 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 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 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 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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

parent instructions. If a child has a disability or special need, Y staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All YMCA 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 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.

# Expanded Learning Opportunities Program Plan Guide

## 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 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 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 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 are committed to health, fitness, and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**



## Expanded Learning Opportunities Program Plan Guide

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

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

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

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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 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 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 practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to

## Expanded Learning Opportunities Program Plan Guide

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 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 .

Staff are recruited by the YMCA through various methods including website postings, school community postings, and local State and Community Colleges in the Education

## **Expanded Learning Opportunities Program Plan Guide**

and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district-wide training. Oversight and accountability on the YMCA 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 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 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 Association office.

The YMCA 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 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 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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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, 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 have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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 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 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.



## Expanded Learning Opportunities Program Plan Guide

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 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 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 vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 engage and welcome key stakeholders from the school to work in collaboration with YMCA 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. 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.

# Expanded Learning Opportunities Program Plan Guide

## 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 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 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 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 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, school districts, and after school providers. 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

# Expanded Learning Opportunities Program Plan Guide

between the school leaders and the after school program as well as district leaders and staff from the YMCA . 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 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, 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,

# Expanded Learning Opportunities Program Plan Guide

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>.

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

Both the Y 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

## Expanded Learning Opportunities Program Plan Guide

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 & 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 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

## Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mary Hoshiko Haughey 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.

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 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 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:

## Expanded Learning Opportunities Program Plan Guide

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 oversee all of our after school programs, and also attend monthly Region 5 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 and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship Public

## Expanded Learning Opportunities Program Plan Guide

Schools staff review the report and submit it to the State via ASSIST. Our YMCA 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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be



## Expanded Learning Opportunities Program Plan Guide

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 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.

### 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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
1:30pm - 1:35pm	Transition into Classroom

## Expanded Learning Opportunities Program Plan Guide

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.

<b>Intersession Day for TK through G5</b>	
Time	Task
<b>8:00 AM</b>	Check-in / morning activities
<b>8:30 AM</b>	Morning rally
<b>9:00 AM</b>	Literacy
<b>10:00 AM</b>	Math
<b>11:00 AM</b>	Life Skills/SEL
<b>12:00 PM</b>	Lunch / activities

## Expanded Learning Opportunities Program Plan Guide

<b>1:00 PM</b>	Science
<b>2:00 PM</b>	Arts
<b>3:00 PM</b>	Sports/Fitness
<b>4:00 PM</b>	Technology
<b>5:00 PM</b>	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.

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.



## **Expanded Learning Opportunities Program Plan Guide**

### **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 Mateo Sheedy Elementary

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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/qualstandcqj.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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.

# Expanded Learning Opportunities Program Plan Guide

## 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.



## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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

## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**



## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

## **Expanded Learning Opportunities Program Plan Guide**

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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

## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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



## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at

## Expanded Learning Opportunities Program Plan Guide

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 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.



## **Expanded Learning Opportunities Program Plan Guide**

### **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 Mosaic Elementary

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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”). 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.

## Expanded Learning Opportunities Program Plan Guide

YMCA 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 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 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 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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

parent instructions. If a child has a disability or special need, Y staff are included in the school IEP and are trained to meet the specific needs of the child. Y 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All YMCA 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 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.

# Expanded Learning Opportunities Program Plan Guide

## 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 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 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 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 are committed to health, fitness, and wellness for students and their families. The district leverages YMCA experience in this area to provide safety around water, family nights at the YMCA, 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.



## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

YMCA 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 to ensure that out of school enrichment activities are tied to the school day curriculum.

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

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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 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 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 practice of hiring staff who reflect the cultural and linguistic diversity of our families helps ensure that English Language Learners have equitable access to

## Expanded Learning Opportunities Program Plan Guide

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 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 .

Staff are recruited by the YMCA through various methods including website postings, school community postings, and local State and Community Colleges in the Education

## **Expanded Learning Opportunities Program Plan Guide**

and recreation departments. Staff has a comprehensive training plan that is managed by the YMCA , staff attend Region 5 training and other YMCA and district-wide training. Oversight and accountability on the YMCA 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 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 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 Association office.

The YMCA 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 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 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 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.



## Expanded Learning Opportunities Program Plan Guide

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 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, 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 have intimate knowledge of the targeted school communities through our on-the-ground presence since 1998, 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 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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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 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 vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 engage and welcome key stakeholders from the school to work in collaboration with YMCA 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. 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.

# Expanded Learning Opportunities

## Program Plan Guide

### 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 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 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 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 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, school districts, and after school providers. 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

# Expanded Learning Opportunities Program Plan Guide

between the school leaders and the after school program as well as district leaders and staff from the YMCA . 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 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, 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,

# Expanded Learning Opportunities Program Plan Guide

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>.

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

Both the Y 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

## Expanded Learning Opportunities Program Plan Guide

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 & 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 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

## Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mary Hoshiko Haughey 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.

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 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 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:

## Expanded Learning Opportunities Program Plan Guide

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 oversee all of our after school programs, and also attend monthly Region 5 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 and the district have a strong accounting system for adherence to the grant fiscal requirements. The YMCA 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 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 COO for accuracy. The YMCA also has an annual independent audit. Upon receipt of the YMCA expenditure report, Rocketship Public



## Expanded Learning Opportunities Program Plan Guide

Schools staff review the report and submit it to the State via ASSIST. Our YMCA 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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be

## Expanded Learning Opportunities Program Plan Guide

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 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.

### 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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
1:30pm - 1:35pm	Transition into Classroom

## Expanded Learning Opportunities Program Plan Guide

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.

<b>Intersession Day for TK through G5</b>	
Time	Task
<b>8:00 AM</b>	Check-in / morning activities
<b>8:30 AM</b>	Morning rally
<b>9:00 AM</b>	Literacy
<b>10:00 AM</b>	Math
<b>11:00 AM</b>	Life Skills/SEL
<b>12:00 PM</b>	Lunch / activities

## Expanded Learning Opportunities Program Plan Guide

<b>1:00 PM</b>	Science
<b>2:00 PM</b>	Arts
<b>3:00 PM</b>	Sports/Fitness
<b>4:00 PM</b>	Technology
<b>5:00 PM</b>	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.

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at



## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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 Redwood City Prep

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.



# Expanded Learning Opportunities Program Plan Guide

## 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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



## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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



## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at



## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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 Rising Stars Academy

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.



# Expanded Learning Opportunities

## Program Plan Guide

### 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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



## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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



## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at



## Expanded Learning Opportunities Program Plan Guide

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 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.

# Expanded Learning Opportunities Program Plan Guide

## **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 Sí Se Puede Academy

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.



# Expanded Learning Opportunities

## Program Plan Guide

### 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls' image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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



## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

## **Expanded Learning Opportunities Program Plan Guide**

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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



## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at



## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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 Spark Academy

**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**

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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## Expanded Learning Opportunities Program Plan Guide

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 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.

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 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.

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 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

## Expanded Learning Opportunities Program Plan Guide

documented according to parent instructions. If a child has a disability or special need, BGCSV staff are included in the school IEP and are trained to meet the specific needs of the child. 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 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 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 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.

## **Expanded Learning Opportunities Program Plan Guide**

All 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.

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.



# Expanded Learning Opportunities Program Plan Guide

## 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. 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 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 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 BGCSV are committed to health, fitness, and wellness for students and their families. The district leverages BGCSV experience in this area to provide safety around water, family nights at the 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 hip-hop dance, chess, photography, journalism, girls’ image, and many different types of sports.

## Expanded Learning Opportunities Program Plan Guide

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 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 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.

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**

## Expanded Learning Opportunities Program Plan Guide

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

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 BGCSV to ensure that out of school enrichment activities are tied to the school day curriculum.

The 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 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; and (4) youth contribute through service to their communities. We create these supports and opportunities throughout all 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.

## Expanded Learning Opportunities Program Plan Guide

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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

# Expanded Learning Opportunities Program Plan Guide

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 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.

## 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.

## Expanded Learning Opportunities Program Plan Guide

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

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 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

## Expanded Learning Opportunities Program Plan Guide

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 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 BGCSV.

Staff are recruited by the 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 BGCSV, staff attend Region 4 & 5 training and other BGCSV and district-wide training. Oversight and accountability on the BGCSV side include an administrative staff member who works directly with the district staff on broader Region 4 & 5 and after school issues. At the local level, the 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 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



## **Expanded Learning Opportunities Program Plan Guide**

requirements for the school district aide. Staff personnel checks, including DOJ and FBI, are on file at the BGCSV Association office.

The 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 4 & 5 and 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 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. 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 BGCSV do not subcontract any services for this site.

### **8—Clear Vision, Mission, and Purpose**

## Expanded Learning Opportunities Program Plan Guide

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

Rocketship Public Schools, as the Program Grantee works in conjunction with the 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 BGCSV have intimate knowledge of the targeted school communities through our on-the-ground presence since 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 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.

# Expanded Learning Opportunities Program Plan Guide

- 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 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 BGCSV vision and mission for out-of-school time programs, and for healthy, thriving families. We attend 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 BGCSV engage and welcome key stakeholders from the school to work in collaboration with 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 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 BGCSV teams. The school site principals work with our teams to ensure the program is operating in alignment with the

## Expanded Learning Opportunities Program Plan Guide

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 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 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 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, school districts, and after school providers. 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 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.

## Expanded Learning Opportunities Program Plan Guide

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.

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, 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

## Expanded Learning Opportunities Program Plan Guide

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/lr/ba/as/implemetation.asp>.

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

Both the 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.

# Expanded Learning Opportunities Program Plan Guide

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 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 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.

# Expanded Learning Opportunities Program Plan Guide

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 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.

COO, Mark Washbush (BGCSV), oversee all after school programs. At the local level, Mark Washbush serves on Region 4 & 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 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 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



## Expanded Learning Opportunities Program Plan Guide

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. Mark Washbush oversee all of our after school programs, and also attend monthly Region 4 & 5 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/lr/ba/cp/earlyreleaseguide.asp>.

The BGCSV and the district have a strong accounting system for adherence to the grant fiscal requirements. The 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 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 BGCSV COO for accuracy. The BGCSV also has an annual independent audit. Upon receipt of the BGCSV expenditure report, Rocketship Public Schools staff review the report and submit it to the State via ASSIST. Our 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. 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

## Expanded Learning Opportunities Program Plan Guide

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*);
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 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 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.**

- ASES, 21<sup>st</sup> 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. Funding streams are coordinated towards a single comprehensive program. Our Rocketship

# Expanded Learning Opportunities Program Plan Guide

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.

## 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.

## 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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Regular School Day (M,T,W,F) for TK</b>	
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

## Expanded Learning Opportunities Program Plan Guide

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
<b>Minimum School Day (THURSDAY) for TK &amp; K</b>	
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
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

## Expanded Learning Opportunities Program Plan Guide

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.

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

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at



## Expanded Learning Opportunities Program Plan Guide

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 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.

## **Expanded Learning Opportunities Program Plan Guide**

### **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.

# Q1 Rocketship Public Schools Board of Directors Meeting

August 28, 2024



# Agenda

## 1. Opening Items

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

## 2. Consent Agenda

- A.** Approve minutes from the June 13, 2024 meeting of the Board of Directors
- B.** Ratify the appointment of Deborah McGriff and Loren Morris to the Rocketship Wisconsin Board of Trustees
- C.** Adopt the 2024-25 El Dorado Charter Special Education Local Plan Area, Section B, for all CA schools
- D.** Approve Submission of Form J-13A

## 3. Information Items

- A.** Regional Board Guest Introductions
- B.** Board Updates (CEO, Board Chair, Committee Chairs, Executive Directors, Regional Chairs and Development)
- C.** 2023-24 Student Achievement Recap and 2024-25 Plan

## 4. Break

## 5. Action Items: Budget - Review and Approval

- A.** Approve the Revised 2024-25 Budget as recommended by the Rocketship Business Committee

## 6. Action Items: Finance - Review and Approval

- A.** Approve Revised Rocketship Fiscal Policies as recommended by the Rocketship Business Committee
- B.** Approve Resolution #2024-05 to Authorize Transition of 403(b) Vendor



# Agenda (contd.)

## 7. Action Items: CA School Operations - Review and Approval

- A.** Approve Rocketship Si Se Puede, Rocketship Alma and Rocketship Brilliant Minds Charter Renewal Petitions
  
- B.** Approve Revised School Council and Committee Policy for California Rocketship Schools
  
- C.** Approve Revised Title IX Policy and Grievance Procedures (CA)
  
- D.** Approve Updated After School Education and Safety (ASES) Program Plans for all CA Schools
  
- E.** Approve Updated Expanded Learning Opportunities Program (ELOP) Plans for all CA Schools

## 8. Action Items: TN School Operations - Review and Approval

- A.** Approve Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) for all TN Schools
  
- B.** Approve TN Instructional Materials and Library Collection Policy
  
- C.** Approve TN Student Educational Record Policy
  
- D.** Approve Applications to TN Authorizers for Material Revisions to Charters of: Rocketship Dream Community Prep, Rocketship Nashville Northeast Elementary, and Rocketship United Academy

## 9. Closed Session

- A.** Conference with Legal Counsel — Existing Litigation 2 Cases - Knox vs RSED and V.R. et. al. vs RSED - Code § 54956.9.

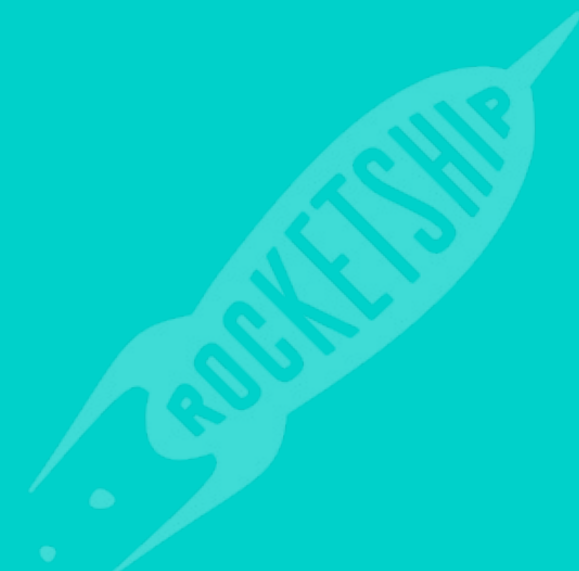
## 10. Agenda Items

- A.** Public report on actions taken in closed session

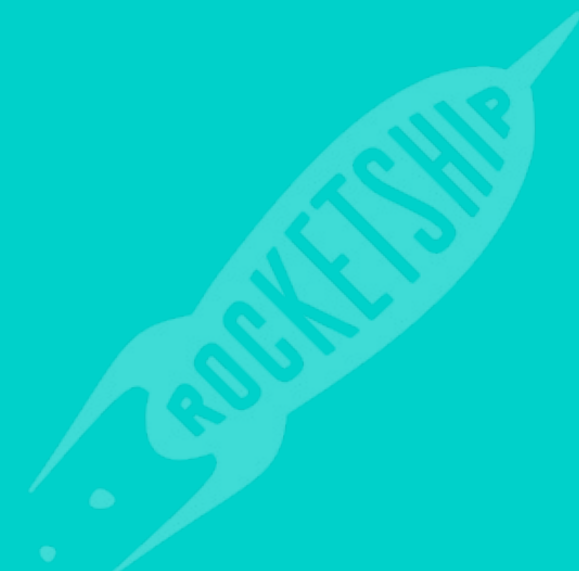
## 11. Adjourn



Opening Items: Call to Order



# Opening Items: Public Comment



# Consent Items

## 2. Consent Agenda

- A.** Approve minutes from the June 13, 2024 meeting of the Board of Directors
  
- B.** Ratify the appointment of Deborah McGriff and Loren Morris to the Rocketship Wisconsin Board of Trustees
  
- C.** Adopt the 2024-25 El Dorado Charter Special Education Local Plan Area, Section B, for all CA schools
  
- D.** Approve Submission of Form J-13A

A large, faint watermark of the Rocketship logo is visible in the bottom right corner of the slide. The logo features a stylized rocket ship with the word "ROCKETSHIP" written in a bold, sans-serif font across its body.



# Information Items:

## 3. Information Items

**A.** Regional Board Guest Introductions

**B.** Board Updates (CEO, Board Chair, Committee Chairs, Executive Directors, Regional Chairs and Development)

**C.** 2023-24 Student Achievement Recap and 2024-25 Plan

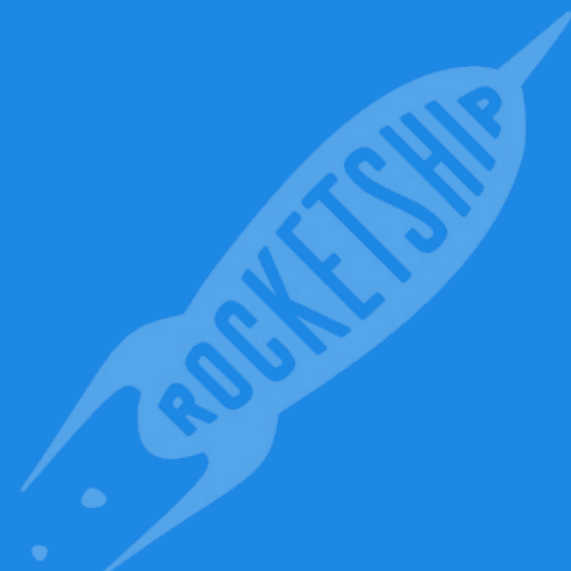


Information Items:

3A. Regional Board Guest Introductions



Information Items:  
3B. Board Updates



Information Items:

3C. 2023-24 Student Achievement Recap  
& 2024-25 Plan



# Executive Summary

- First year of new curriculum in Math and Reading
  - Signs of schools adopting to new curriculum with greater growth seen in both NWEA and DIBELS in the second term compared to the first term
  - On state assessments, did not see similar gains as we expected; need sustained, YoY growth, to make larger, translated gains
  - Results typically follow 2-5 years after curricula shifts; encouraging growth this year and similar to 18.19 results
- Full year NWEA growth ~1.2 years in each subject
  - Solid growth that helped make 1-3 percentage point progress in absolutes from last spring; not yet high enough to put network on track for 5-year goals
  - Need second term growth ( $\geq 1.3$  year) for *full* year in 24-25 to help put network on-track to 2028 targets
- Network was one percent off from Spring 2024 Top Third goal
  - MKE and NSH exceeded their targets and achieved  $\geq 1.3$  years of growth (Math and Reading average) during the full year
  - Pandemic cohorts maturing to grades 3-5; 3 regions increased proficiency in state math results; 2 in reading
- Attendance improved from last year but still behind pre-pandemic levels
  - Attendance rates correlated with achievement results  $\Rightarrow$  unlikely to achieve high growth or absolutes with high chronic absenteeism



# Response and 24.25 Strategy: Quick Overview

- Align on the annual targets that will keep us on track for 2028 quality goal
- Leverage new resources to optimize performance in key regions, based on 23.24 SY learnings
- Launch differentiated instruction earlier in the year, including small group reading instruction (guided reading)
- Continue existing professional learning structures, while bolstering key areas



# Response and 24.25 Strategy: Goal Setting

- Set the goalposts by 7/1
  - Aligned with EDs (and regional achievement teams + SLs) on 24.25 SY NWEA growth targets, absolutes, and DIBELS goals
  - Provided an analysis of 23.24 SY performance, key wins and challenges and recommended next steps
  - Provided additional 'playbooks' and 'look fors' to establish greater clarity on RPS instructional model and how-to



## CKLA Integrated (3-5)

Before the Lesson	
<i>Understanding the purpose &amp; planning for effective delivery</i>	
<b>Purpose of the Block</b>	Build content knowledge and connect to students' identities through great evidence-based discussion around text and hands-on, student-centered learning experiences. Develop ability to critically analyze texts and develop inferential and literal comprehension skills. Engage in authentic discourse on the focus topics in order to build deeper understanding.
<b>Lesson Components</b>	<b>Reading:</b> Students build literal and inferential comprehension by exploring genres, author craft choices, and engaging with the main idea of texts. <b>Writing:</b> Students learn to express the meaning in text through opinion, informative, and narrative writing by using an ever-broader vocabulary to convey thoughts and meaning with precise language and a clear understanding of audience and purpose. <b>Speaking &amp; Listening:</b> Students build their expressive language skills and engage in increasingly sophisticated discourse as they braid and blend their grammar, vocabulary, and mechanics knowledge. <b>Language:</b> Students develop their grammar and vocabulary knowledge through explicit and implicit instructional activities.

During the Lesson			
<i>Follow the structure of a CKLA Lesson as indicated in the daily lessons. Common lesson components include:</i>			
Lesson Component	Reading	Rubric	Observation Notes
<input type="checkbox"/>	Teacher revisits domain big ideas and learnings by referencing past artifacts and visual anchors and engaging students through a line of inquiry.		
<input type="checkbox"/>	T connects the text to what has previously been learned about the topic to support meaning making.		
<input type="checkbox"/>	T previews new vocabulary that will be essential to students understanding of the central idea of the text.		
<input type="checkbox"/>	T frames the purpose of the lesson and models the strategy and enduring understanding that students will be applying throughout the lesson activities.	4: All elements present 3: Most elements present 2: Some elements present 1: None N/A	
<input type="checkbox"/>	T engages students' own histories to provide essential contextual understanding to the content being learned.		
<input type="checkbox"/>	Teacher provides clear and accurate models, visuals, and examples as outlined in the lesson script.		
<input type="checkbox"/>	Teacher connects the enduring understanding to the skill(s) being taught.		
<input type="checkbox"/>	Teacher elicits the criteria for success from students' active engagement.		
Lesson Component	Writing	Rubric	Observation Notes
<input type="checkbox"/>	Explicitly models grammar or genre-based skill on stage in the lesson.		
<input type="checkbox"/>	Circulates to give feedback focused on: >> Student's application of targeted grammar or genre based skill on stage based on the CFS for the lesson. >> Neat handwriting that demonstrates proper letter formation >> Accurate spelling based on sound spelling and code knowledge skills that have been previously taught >> Use of genre-based conventions & rules >> Student's development of ideas and content.	4: All elements present 3: Most elements present 2: Some elements present 1: None N/A	
Lesson Component	Speaking & Listening	Rubric	Observation Notes

Proposed 2025 Target: Average Growth Years	Proposed 2025 Target: Met Tiered Growth	Spring 2024 % Bottom Quartile	Proposed 2025 Target: Bottom Quartile
1.30-1.35	~50%	44%	36%
1.30-1.35	~50%	32%	25%
1.30-1.35	~50%	16%	10%
1.30-1.35	~50%	26%	19%



# Response and 24.25 Strategy: CSGF Bounce Back Grant

- CSGF Bounce Bank Grant
  - Received grant to execute strategy to reach/exceed pre-pandemic proficiency levels in math and reading
- Key learning across talent, strategy and program informing how to best allocate grant resources
  - Data systems integral to determine coaching, development, staffing, teaching, etc. Allocating a portion of funds to support data infrastructure
  - Presence and development: with consistent program team presence (nearly every week), can support region to more quickly learn, scale and elevate model (MKE key example)
  - Development of DoSs and regional achievement teams critical to unlocking sustained growth and absolute achievement over time; investing in DoS development, and first and second year principal development
- Board advisement on scaling direct program team impact
  - Considering adding role to support east coast RPS schools, with AD of L&L and AD of Math in select regions
  - How else have you seen multi-state organizations organize themselves to provide direct, ongoing support?





# Response and 24.25 Strategy: Guided Reading/ SGI

## Reader Matrix Chart: Aligning Student Data to "Just-Right" Decodables

**Leveling Guidance:** In order to level students most accurately, please use the data that is available to you (prioritizing Lexile (K-3) and F&P).

• **GK-G3:** Use DIBELS (be sure to "turn on" Lexile levels on the Summary page). If it says "BR", they should have access to Level A texts or wordless picture books.

• **G4-G5:** For on/above students, use their F&P because no Lexile is provided by DIBELS. For below/well below students, use the Lexile range provided by NWEA on the MAP reports (start with the lowest level first).

• **TK:** Goal for end of year is the beginning of year Kindergarten.

K-3 Lexile on DIBELS:



G4-5 Lexile on NWEA:



-OY (Approx)	GK			G1			G2		
	B	M	E	B	M	E	B	M	E
Reader Level (F&P / DIBELS)	RB	A-B	C-D	C-E	F-G	G-J	I-J	J-L	L-M
Lexile Level	BR < 50	BR < 50	50 - 150	50 - 150	150 - 200	200 - 350	225 - 350	300 - 400	400 - 500
MAP RIT Band	< 140	< 140	140 - 175	140 - 175	175 - 178	178 - 186	179 - 186	183 - 189	189 - 195
DIBELS Composite - At/Above Level	306 - 332	371 - 393	420 - 45	330 - 354	389 - 424	441 - 480	329 - 361	389 - 423	439 - 474
Dibels ORF	0	0	0	10	21	39	49	78	94
Lexia	1-2	3	4-5	6	7	8-9	10	11	12
-OY (Approx)	G3			G4			G5		
	B	M	E	B	M	E	B	M	E
Reader Level (F&P / DIBELS)	L-M	N	O-P	O-P	Q	R-S	R-S	T-U	U-V
Lexile Level	400 - 500	500 - 575	575 - 700	575 - 700	700 - 750	725 - 800	725 - 800	800 - 875	825 - 900
MAP RIT Band	183 - 195	195 - 199	200 - 206	200 - 206	206 - 209	207 - 228	207 - 228	228 - 215	213 - 217
DIBELS Composite - At/Above Level	332 - 365	393 - 42	442 - 476	331 - 368	399 - 431	442 - 461	335 - 370	394 - 421	449 - 469
Dibels ORF	73	105	114	87	121	125	103	122	137
Lexia	13	14	15	16	17	18	19	20	21

- SGI beginning in early to late September
  - Guided reading instruction (or sometimes known as SGI) key lever in accelerated growth in 2nd semester
  - Bell schedule accounts for SGI/GR, and running skills labs in September to launch more immediately
  - F&P reintroduced as both an assessment, progress monitoring and coaching tool
  - Correlated across multiple metrics, with clear targets throughout the year



# Response and 24.25 Strategy: Differentiated Phonics

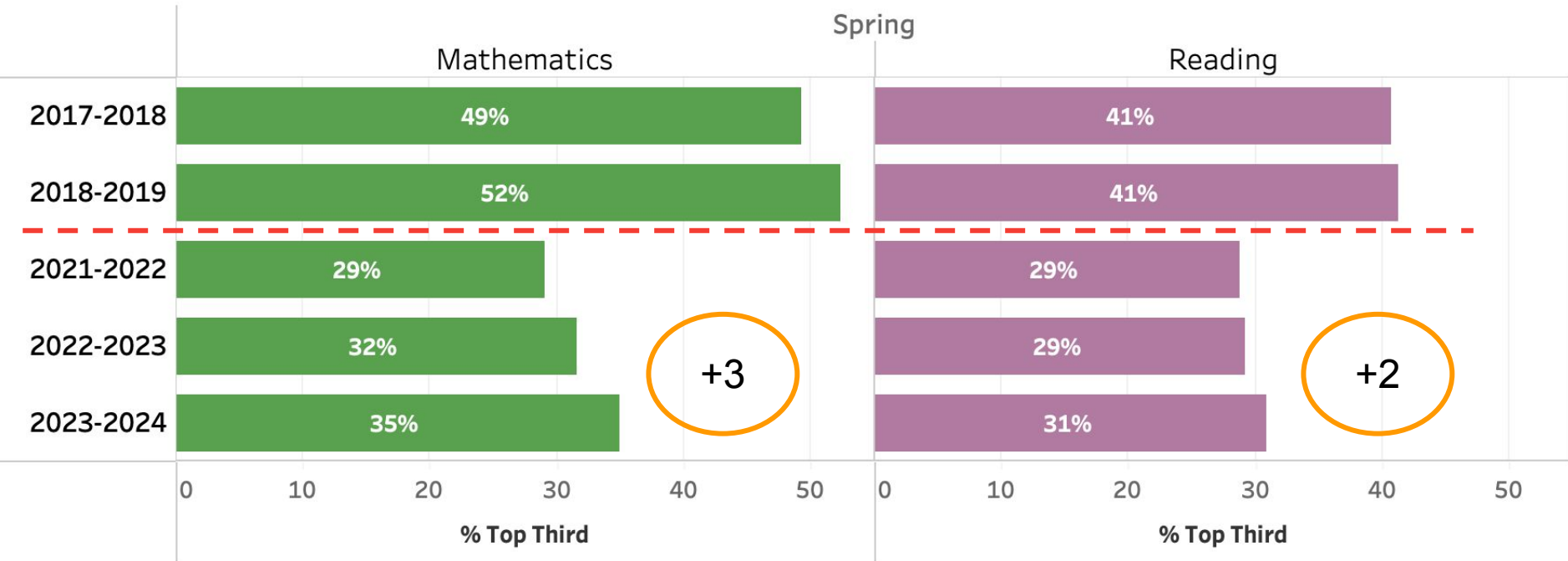
- Differentiated instruction
  - Differentiated approach to phonics instruction
  - G1/G2 most “at risk” and thus require a more specialized approach than what is provided in CKLA skills
  - Worked with regional leaders to group students and identify most appropriate starting point
  - Providing a sophisticated applied text strategy (vs. strategy in curriculum, which calls for one-reader-fits-all approach)

Decodables					
Lexile Level	CKLA Unit	CKLA Sound Spellings Scope and Sequence	CKLA Reader Titles	Steps to Literacy	Reading A-Z
BR < 50	GK Unit 3	• /m/ > 'm'	N/A	Meet My Mom: Learning the M Sound	<a href="#">Sound-Symbol m book</a>
BR < 50				<a href="#">Letter m book</a>	
BR < 50	GK Unit 3	• /a/ > 'a'		I See A	<a href="#">Sound-Symbol a book</a>
BR < 50				<a href="#">Letter a book</a>	
BR < 50	GK Unit 3	• /t/ > 't'		I See T	<a href="#">Sound-Symbol t book</a>
BR < 50				<a href="#">Letter t book</a>	
BR < 50	GK Unit 3	• /d/ > 'd'		I See D	<a href="#">Sound-Symbol d book</a>
BR < 50				<a href="#">Letter d book</a>	
BR < 50	GK Unit 3	• /o/ > 'o'		I See O	<a href="#">Sound-Symbol o book</a>
BR < 50				<a href="#">Letter o book</a>	
BR < 50	GK Unit 3	• /k/ > 'c'		I See C	
BR < 50	GK Unit 3	• /g/ > 'g'		I See G	
BR < 50	GK Unit 3	• /i/ > 'i'		I See I	
BR < 50	GK Unit 4	• /n/ > 'n'		Big Book: Pet Fun	You Need Your Nose: Learning the N Sound
BR < 50	GK Unit 4	• /h/ > 'h'	I See H		
BR < 50	GK Unit 4	• /s/ > 's'	So Many Seeds: Learning the S Sound		■ S-Family Blends.pdf
BR < 50					■ Decodables: Sam and the Pap
BR < 50					■ 8 - Don and Dots.pdf
BR < 50	GK Unit 4	• /f/ > 'f'	Family Fun: Learning the F Sound		
BR < 50	GK Unit 4	• /v/ > 'v'	Visiting the Vet: Learning the V Sound		
BR < 50	GK Unit 4	• /z/ > 'z'	Starts with Z		
BR < 50	GK Unit 4	• /p/ > 'p'	I See P		■ 4 - Nan and Pop.pdf
BR < 50					■ Decodables: The Tot and the Pot
BR < 50					■ Decodables: A Tap and a Pat
BR < 50					■ 11 - Get the Pets.pdf



# % At/Above 67th: RPS made NWEA absolutes gains in Math and Reading

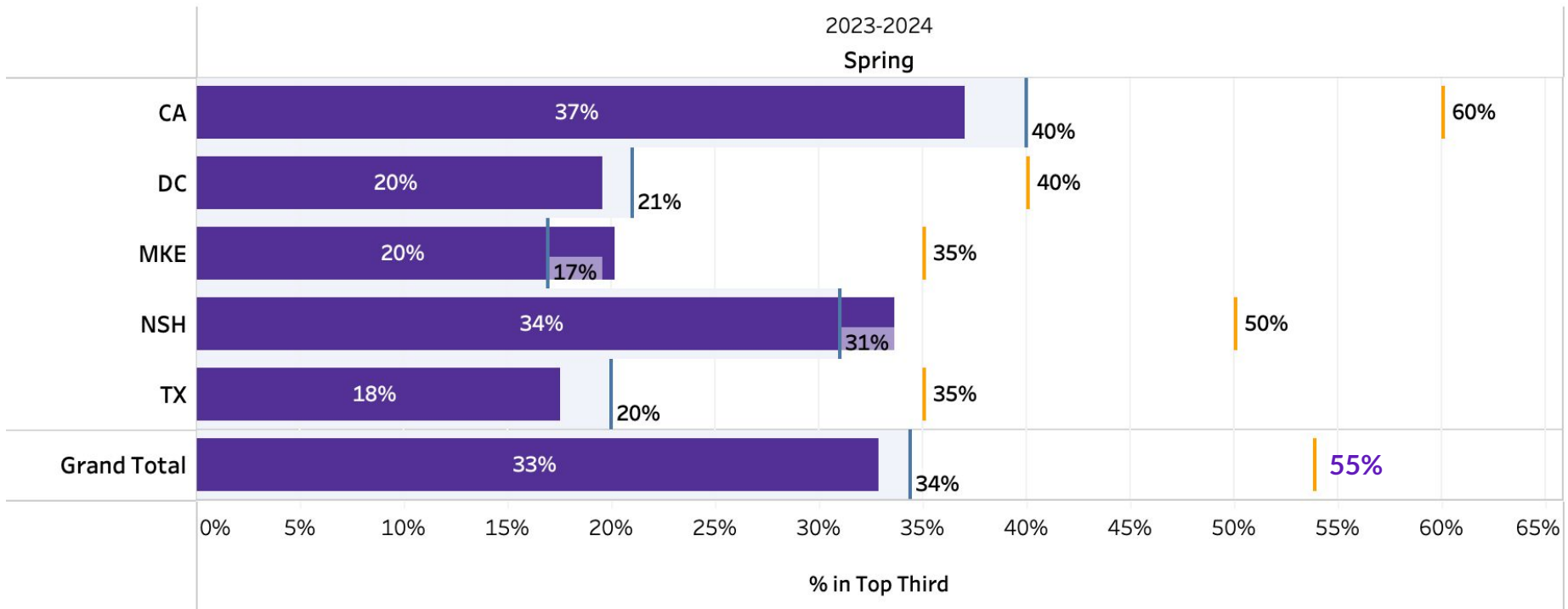
RPS Network: Spring NWEA MAP % At/Above 67th Percentile



Dotted red line represents 2019-20 and 2020-21 when Spring testing was disrupted.

# Update on 2028 Goals: All regions increased percentage in Top Third and Network came close to meeting 2024 interim target

2024 Spring NWEA MAP % At/Above 67th Percentile compared to Spring 2024 & 2028 Goal



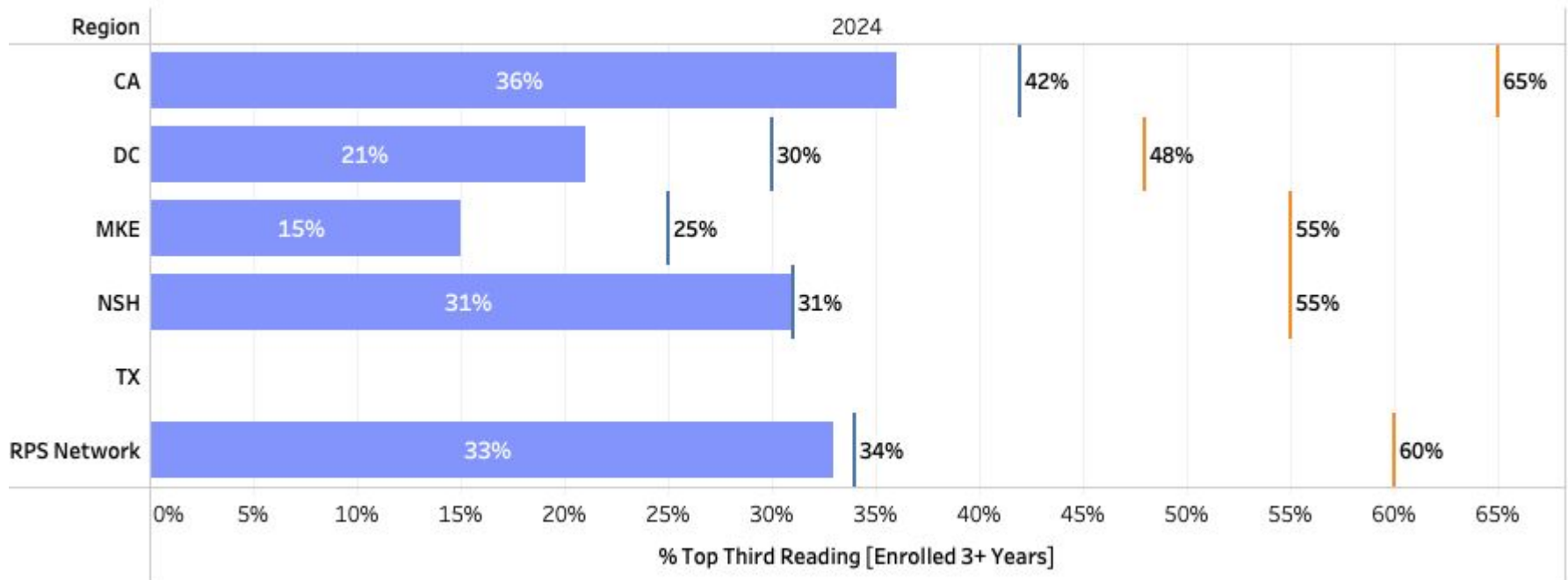
Blue line represents Spring 2024 goal and Orange line represents Spring 2028 goal

- Set ambitious targets for 2028 which requires ~4 percentage point gains in Top Third each year
- MKE and NSH exceeded targets



# Update on 2028 Goals: % Top Third in Reading for students enrolled 3+ years

2024 NWEA MAP Reading % At/Above 67th Percentile for Students Enrolled 3+ years  
Compared to Spring 2024 & 2028 Goal



Blue line represents Spring 2024 goal and Orange line represents Spring 2028 goal

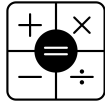
Note: 2024 Goals reflect goals on RHD and some regions set higher targets than standard recommendation.

- Current students in calculation had pandemic schooling disruptions during early literacy program
- Expect to see more progress in metric as the cohorts most impacted by the pandemic disruptions cycle out

# State Assessment Results



## CA: CAASPP

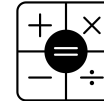


**+3%**  
proficient

**-1%**  
proficient



## TN: TN Ready

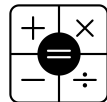


**-3%**  
proficient

**-4%**  
proficient



## WI: Forward

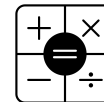


**+16%**  
proficient

**+4%**  
proficient



## DC: CAPE

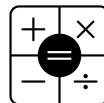


**-2%**  
proficient

**+3%**  
proficient



## TX: STAAR



**+3%**  
proficient

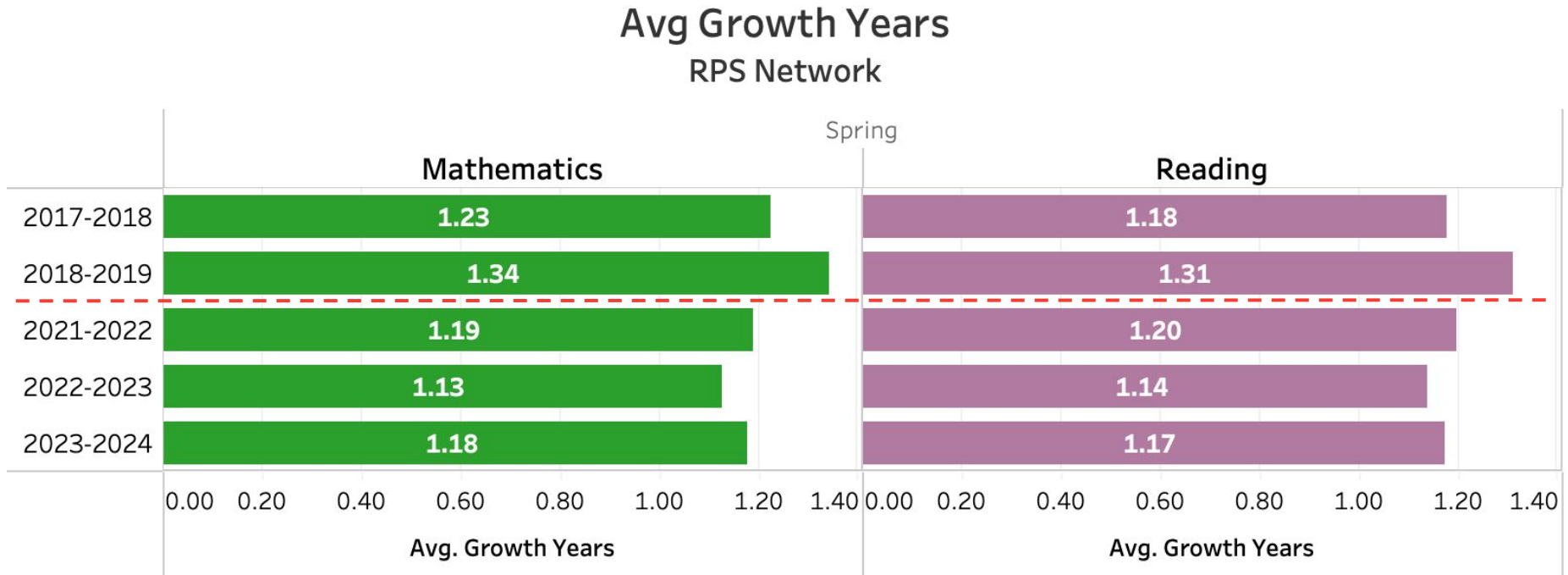
**-7%**  
proficient

# State Assessment

- Need sustained, year-over-year growth in *all* quartiles to see translated gains on state assessments
  - Sizeable number of students still in bottom third/ bottom inner third quartiles (began the year with ~61% of students, and reduced to 55%)
- Small group reading instruction, delivered by the teacher, key lever
  - mClass intervention (reading intervention tool) key miss in first half of the year; impacted upper inner third and upper quartiles, as significant time was spent on remediation
  - mClass insufficient in supporting reading - need further application of skills
    - Continuing use of mclass lessons *with* decodables for more sophisticated applied practice
  - In upper quartiles, needed more sophisticated approach to reading/ prompting
    - Reintroducing F&P, both as an assessment and as a coaching guide for teachers
  - Refocusing on coaching close reading and writing
    - PD series, coaching tools, embedded in intellectual prep
- Maturation of pandemic cohorts
  - Current G3-5 students most severely impacted by pandemic (unfinished learning, disrupted learning and remote learning)
  - Bottom third and bottom inner third quartiles will need sustained growth over time to move into grade level proficiency



# Network Averaged 1.2 years of growth in both subjects



Dotted line represents pandemic school disruption when growth metrics were unavailable.

- Solid growth in 23.24 SY; need to achieve 1.3 years growth years target to be on-track for 5-year goals
- Will need growth more similar to 2018-19 to set up network for 2028 targets



# Growth by Starting Tier: Stronger growth needed at bottom tiers to meet 5 year targets

2023-24 Avg Growth Years by Starting Tier  
RPS Network

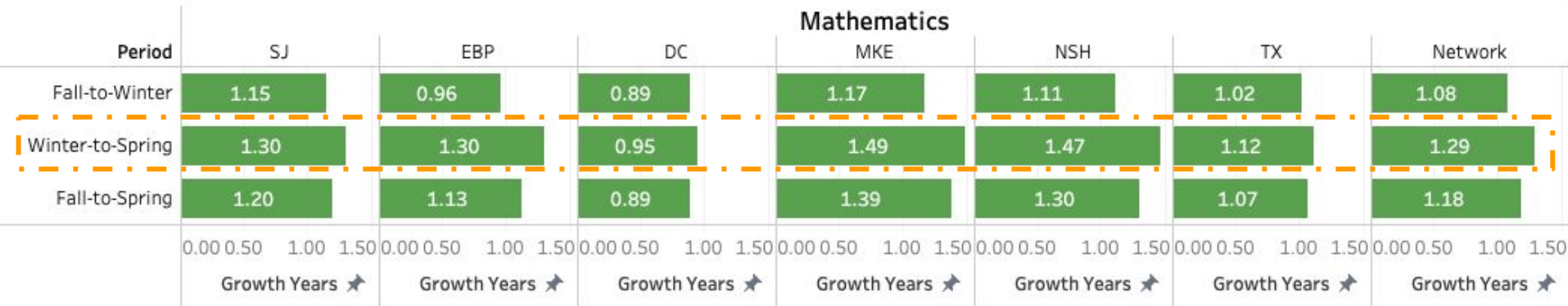
	Mathematics						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.31	1.27	1.19	1.25	1.16	1.16	1.22
Lower Inner Third	1.29	1.15	1.05	1.15	1.07	1.06	1.14
Upper Inner Third	1.23	1.19	1.10	1.22	1.04	1.18	1.16
Top Third	1.19	1.31	0.92	1.13	1.09	1.22	1.14
Grand Total	1.26	1.25	1.08	1.20	1.11	1.15	1.18

	Reading						Grand Total
	K	1st	2nd	3rd	4th	5th	
Bottom Third	1.17	1.13	1.13	1.22	1.32	1.32	1.20
Lower Inner Third	1.19	0.99	1.20	1.38	1.30	1.23	1.20
Upper Inner Third	1.25	1.01	1.12	1.25	1.20	1.14	1.17
Top Third	1.30	1.02	1.03	1.09	1.08	1.09	1.10
Grand Total	1.22	1.06	1.11	1.21	1.24	1.22	1.17

# Most regions achieved higher 2nd Semester Growth, most notably in Reading

2023-2024 Avg Growth Years by Term



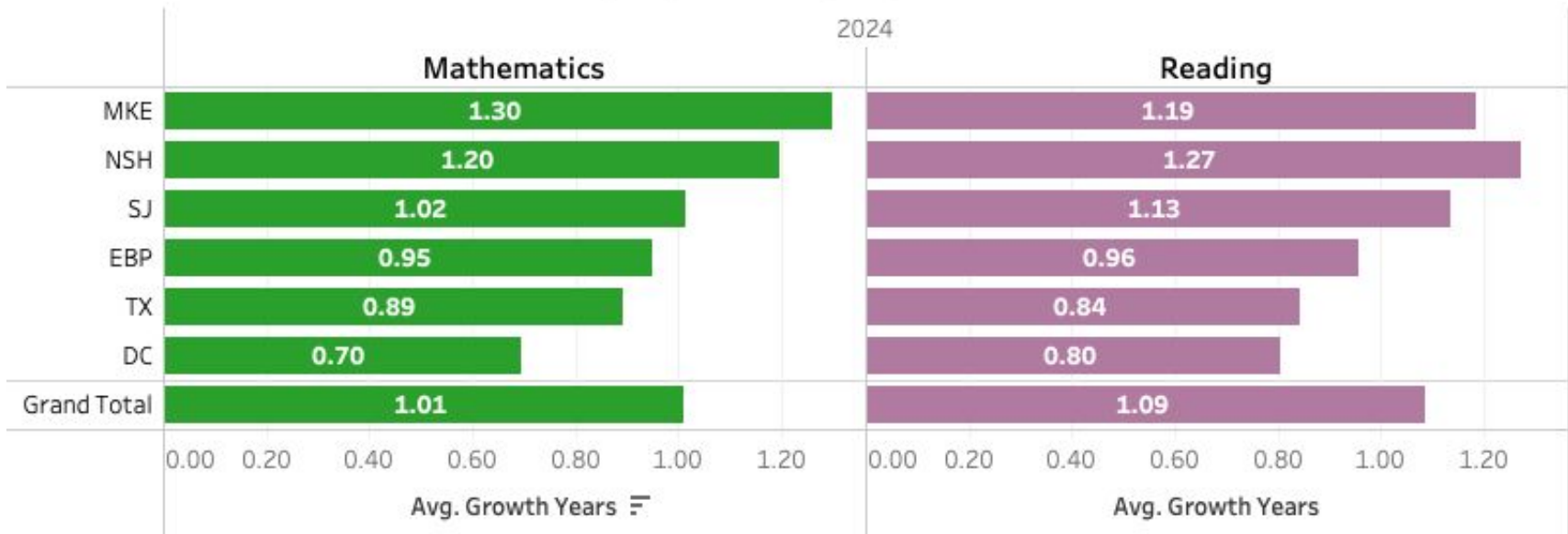
2023-2024 Avg Growth Years by Term



- Mid year achievement summit convened regional achievement and school leaders to analyze and align on 2nd semester strategy
- Focused on small group reading instruction and weekly data analysis

# Slight improvement in Spring-to-Spring growth from last year mainly due to MKE and NSH

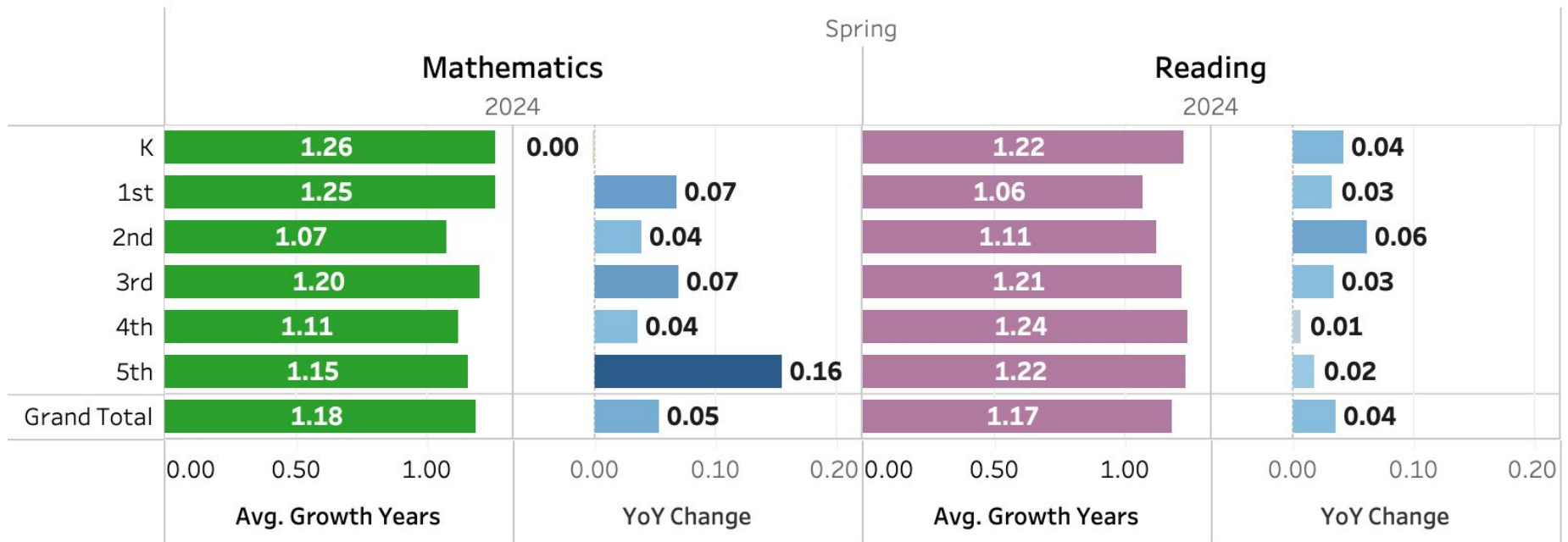
Spring-to-Spring Growth Metrics  
Spring 2023 to Spring 2024



- Includes students who tested as K-G4 in Spring 2023 and returned for full SY 23-24 in G1-G5.

# Most grades had higher growth this year compared to last year

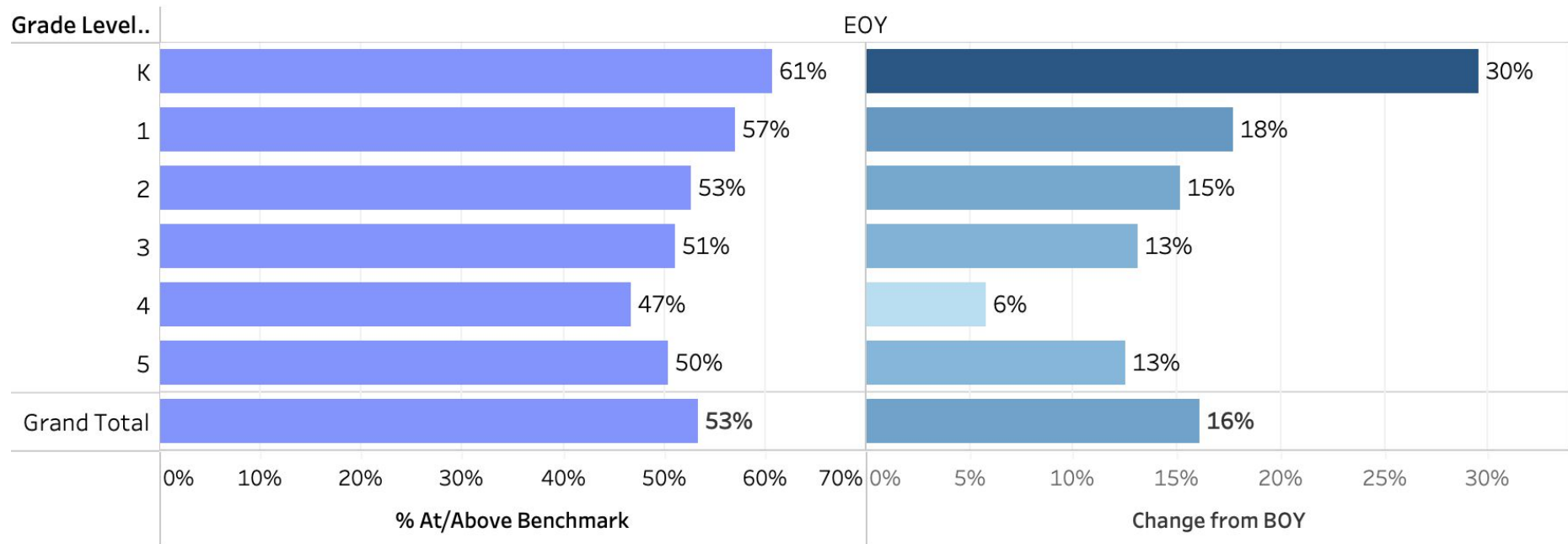
Average Growth Years and Change from 2022-23



- MKE reported large growth improvements across all grades in both subjects
- NSH: largest growth gains in lower grades
- DC: Improvement in Lower Grade Reading Growth rates but lower Upper Grade Growth rates

# After the first year of using DIBELS, ~50% of students ended the year At/Above Benchmark

EOY % At/Above DIBELS Benchmark  
and Change from BOY [K-5]

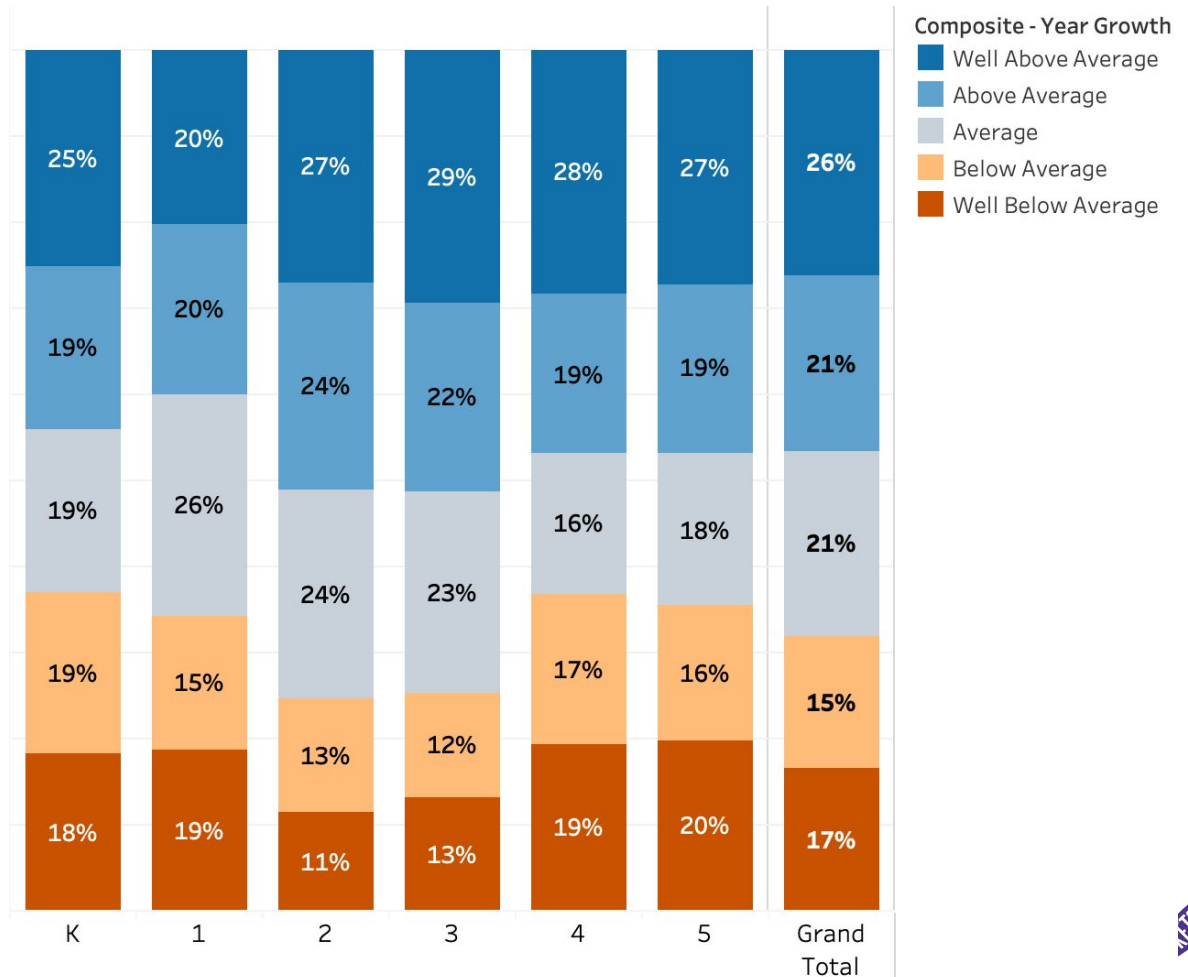


- G4 had lowest grade level gains across all regions
- DIBELS proficiency slightly higher than NWEA Reading proficiency
  - DIBELS and NWEA continue to be aligned but relationship was weaker at EOY than at BOY or MOY

# Most grades had similar DIBELS growth distributions with 40-51% of students achieving Above or Well Above Average Growth for the full year

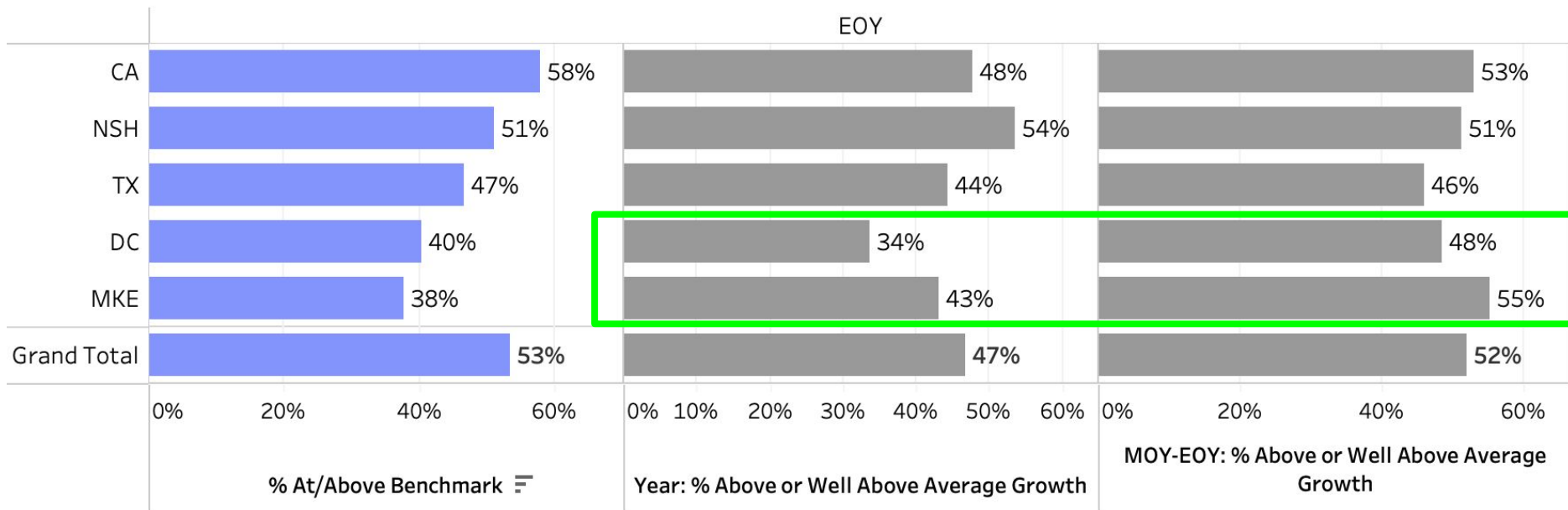
- As with NWEA, DIBELS growth was stronger in the second semester
- Growth distributions were also more similar in the second semester with 50-55% in each grade earning Above or Well Above growth

EOY mClass Composite Year Growth Category Distribution [K-5]



# DC and MKE improved DIBELS growth in second term with notably higher semester growth compared to full year growth

EOY % At/Above DIBELS Benchmark and % Above or Well Above Growth [K-5]



- Direct program team support in both regions
- DC received intensified supports beginning late February

**MLL Subgroup:** Similar to mid-year, EL students achieved similar growth rates as EO/IFEP peers in most regions

**2023-24 Avg Growth Years by EL Status**

		EL	EO/IFEP	RFEP	Total
<b>Mathematics</b>	DC	<b>0.94</b>	<b>0.88</b>		<b>0.89</b>
	EBP	<b>1.15</b>	<b>1.10</b>	<b>1.22</b>	<b>1.13</b>
	MKE	<b>1.55</b>	<b>1.27</b>	<b>1.72</b>	<b>1.39</b>
	NSH	<b>1.26</b>	<b>1.32</b>	<b>1.11</b>	<b>1.30</b>
	SJ	<b>1.20</b>	<b>1.19</b>	<b>1.26</b>	<b>1.20</b>
	TX	<b>1.33</b>	<b>1.04</b>		<b>1.07</b>
	Total	<b>1.22</b>	<b>1.13</b>	<b>1.24</b>	<b>1.18</b>
<b>Reading</b>	DC	<b>1.11</b>	<b>0.88</b>		<b>0.90</b>
	EBP	<b>1.05</b>	<b>1.08</b>	<b>1.14</b>	<b>1.07</b>
	MKE	<b>1.33</b>	<b>1.08</b>	<b>1.61</b>	<b>1.19</b>
	NSH	<b>1.29</b>	<b>1.39</b>	<b>1.62</b>	<b>1.37</b>
	SJ	<b>1.21</b>	<b>1.24</b>	<b>1.30</b>	<b>1.23</b>
	TX	<b>0.73</b>	<b>0.89</b>		<b>0.90</b>
	Total	<b>1.20</b>	<b>1.13</b>	<b>1.29</b>	<b>1.17</b>
<b>Grand Total</b>		<b>1.21</b>	<b>1.13</b>	<b>1.27</b>	<b>1.18</b>



# ISE: ISE student NWEA growth significantly improved in the second term and achieved similar growth rates as peers for the full year

## Avg Growth Years by ISE Type

		mild to moderate	speech only	Non-ISE	Grand Total
Mathematics	DC	0.96	1.11	0.88	0.89
	EBP	1.42	1.19	1.11	1.13
	MKE	1.14	1.39	1.44	1.39
	NSH	1.43	1.10	1.29	1.30
	SJ	1.20	1.15	1.21	1.20
	TX	0.92	1.12	1.09	1.08
	Total	1.20	1.17	1.18	1.18
Reading	DC	0.94	1.21	0.90	0.91
	EBP	1.28	1.04	1.06	1.07
	MKE	1.13	1.29	1.20	1.19
	NSH	1.31	1.06	1.38	1.37
	SJ	1.11	1.17	1.24	1.23
	TX	0.97	0.74	0.89	0.89
	Total	1.12	1.14	1.18	1.17
Total	1.16	1.15	1.18	1.18	

### Math

- Average Mid-year ISE growth was ~1.0 year
- SJ maintained solid growth from first term and all other regions increased

### Reading

- Average Mid-year ISE growth was ~0.8 year
- All regions improved in second term



# % At/Above 67th Percentile by Race

## NWEA MAP % At/Above 67th Percentile by Race

Test Subject	Region	2023-2024					Grand Total
		Asian	Black	Hispanic	Other/Multi	White	
Mathematics	DC		17%		13%	23%	17%
	EB&P	47%	24%	29%		53%	29%
	MKE		18%	31%			25%
	NSH		37%	28%	55%	39%	34%
	SJ	77%	48%	33%		60%	43%
	TX		20%	14%			19%
	Total	76%	26%	31%	36%	47%	35%
Reading	DC		22%		16%	19%	22%
	EB&P	33%	26%	25%		40%	26%
	MKE		13%	17%			15%
	NSH		37%	26%	38%	33%	33%
	SJ	66%	49%	28%		52%	37%
	TX		15%	10%			14%
	Total	64%	27%	26%	28%	39%	31%

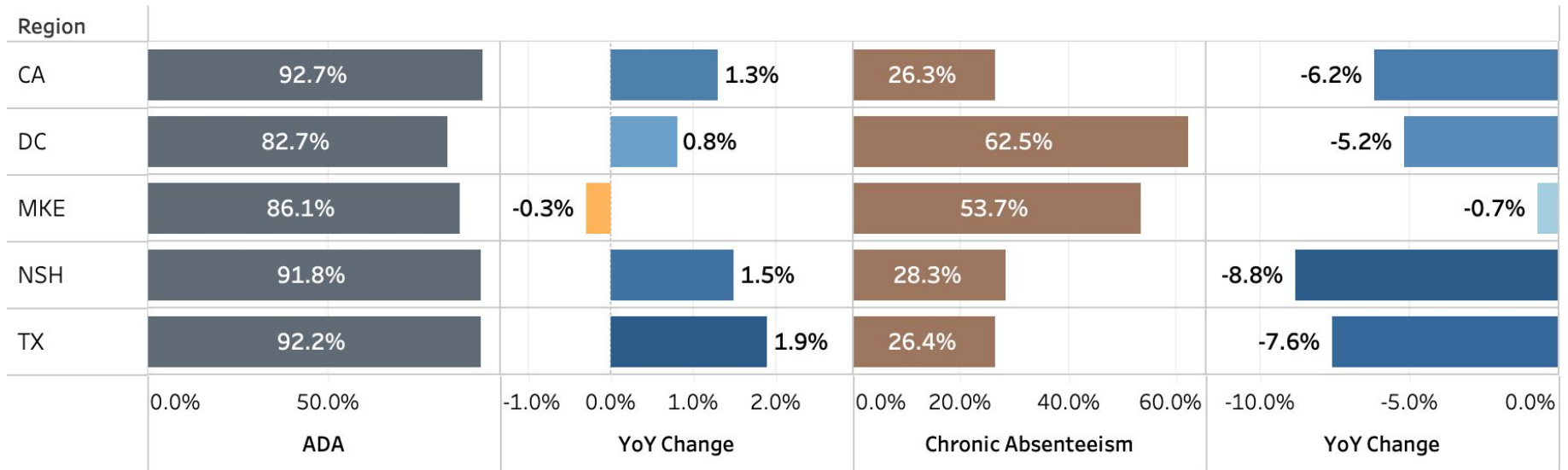
# Avg Growth Years by Race

## NWEA MAP Avg Growth Years by Race

Test Subject	Region	2023-2024					Grand Total
		Asian	Black	Hispanic	Other/Multi	White	
Mathematics	DC		0.87		0.78	1.17	0.88
	EB&P	1.28	0.95	1.15		1.39	1.13
	MKE		1.18	1.55			1.39
	NSH		1.31	1.26	1.42	1.27	1.30
	SJ	1.34	1.06	1.17		1.37	1.20
	TX		1.05	1.07			1.06
	Total	1.33	1.07	1.19	1.13	1.31	1.18
Reading	DC		0.88		1.13	1.14	0.90
	EB&P	1.08	1.00	1.07		1.41	1.07
	MKE		1.00	1.32			1.18
	NSH		1.43	1.31	1.32	1.25	1.37
	SJ	1.36	1.21	1.19		1.49	1.23
	TX		0.89	0.83			0.88
	Total	1.34	1.08	1.18	1.23	1.35	1.17

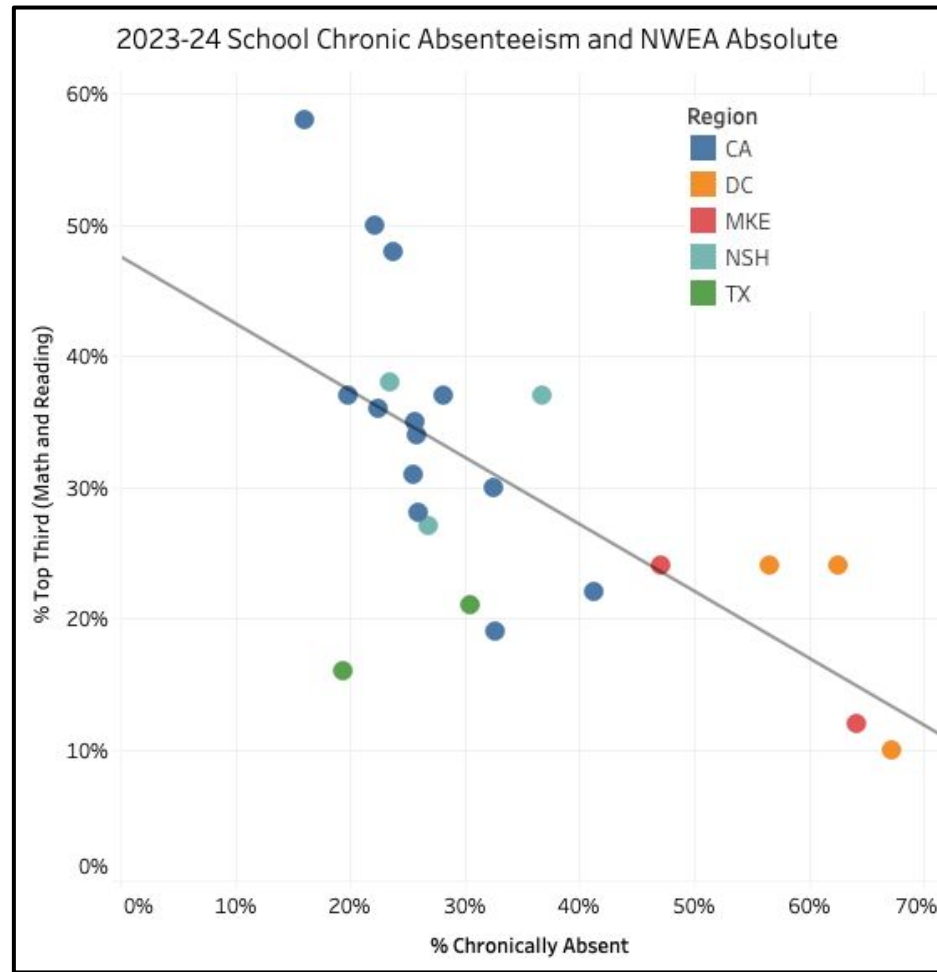
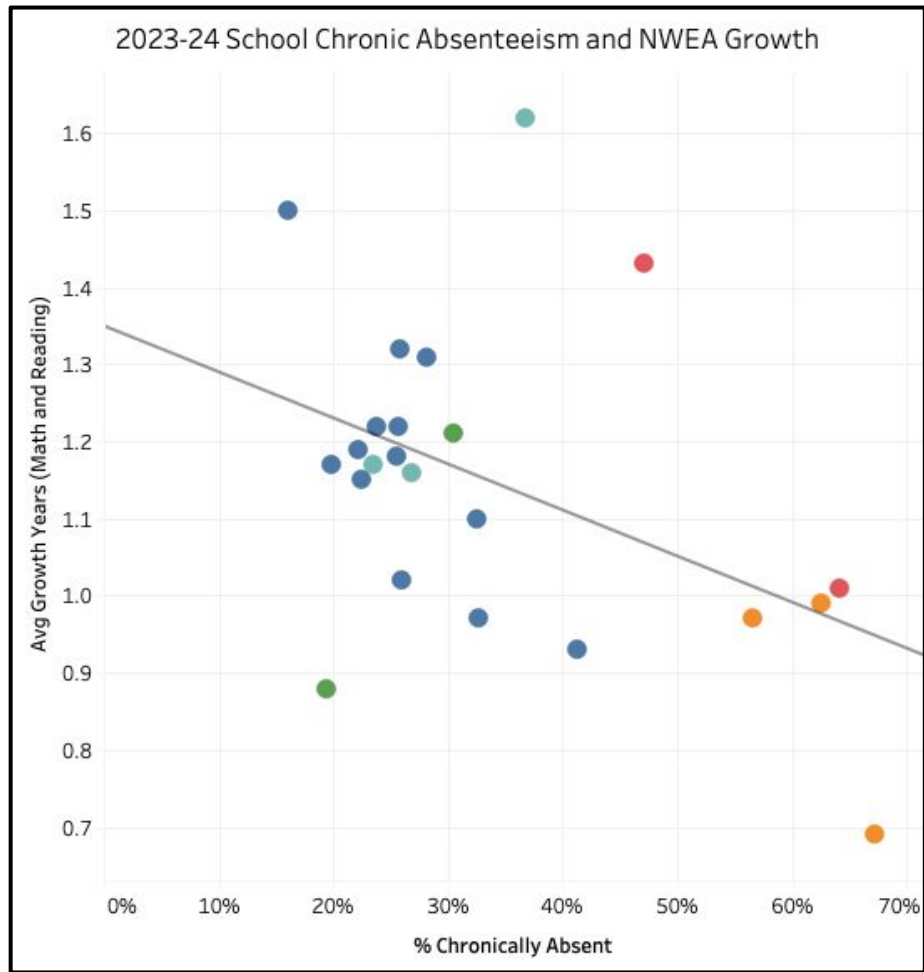
# Attendance improved in most regions from last year but still elevated chronic absenteeism compared to pre-pandemic level

August-June Attendance Metrics  
2023-24 and Change from Prior Year



- Over 50% of DC and MKE students were chronically absent during the school year

**Attendance matters:** While some outliers, schools with higher chronic absenteeism are likely to earn lower growth rates and have lower rates of students reaching the Top Third on NWEA



# 24-25 Workbook Visualization Preview: HUM Progress Monitoring

## Lower Grade

## Upper Grade

### Foundational Skills Data

School	Grade Level	1	2	3	4	5	6	10	20	21	22
REX	Pre-K	1	1		1	1	1		6		
	K			1	1	1	1	1	3	2	2
	1st	4								2	2

Action: Click on any week #, grade or value to see the students that are in those buckets. Cntrl + click to select multiple.

### Foundational Skills by Grade and Cohort

Strand	Grade Level	Rocketship Explore						
		Concepts of Print	Name Writing	Lower Letter Names	Upper Letter Names	All Letter Names	Letter Sounds	BDDs
Pre-K	POC	50%	50%	46%	50%	48%	50%	
	RICE	27%	67%	60%	100%	80%	96%	
	TCU	80%	50%	92%	100%	96%	100%	
K	BU			29%	67%	48%	64%	17%
	LU			92%	100%	96%	99%	28%
1st	-----			92%	104%	98%	100%	60%
	SHSU			84%	104%	94%	100%	62%
	UNT			92%	104%	98%	102%	66%

### Demographic Breakdowns of Foundational Skills

Demo Group	Grade Level	Rocketship Explore						
		Concepts of Print	Name Writing	Lower Letter Names	Upper Letter Names	All Letter Names	Letter Sounds	BDDs
ISE Status	Pre- ----	43%	58%	61%	83%	72%	81%	
	K ----			65%	86%	75%	84%	23%
1st ----	speech only			92%	104%	98%	101%	64%
				84%	104%	94%	100%	62%

### DIBELS Universal Progress Monitoring Data

School	Grade Level	September	October	November	January	February	March	April	May	June
RSA	1st	4	167	105	132	116	112	67	31	1
	2nd	3	121	73	79	62	61	48	34	1
	3rd	3	68	40	37	19	31	26	24	1
	4th	3	62	63	85	91	90	50		
	5th	1	50	53	55	69	53	44		

### Metric by Grade

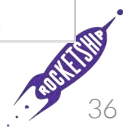
Month(s)	September	October	November	January	February	March	April	May	June
1st	14.3%	2.0%	8.3%	19.5%	23.0%	24.3%	5.3%	33.6%	0.0%
2nd	0.0%	0.7%	5.0%	8.4%	10.9%	14.4%	0.0%	51.7%	0.0%
3rd	0.0%	1.6%	5.1%	9.8%	29.8%	16.5%	0.0%	53.1%	0.0%
4th	0.0%	2.0%	8.3%	5.3%	12.0%	16.9%	6.3%		
5th	0.0%	3.6%	7.4%	9.2%	18.9%	24.4%	10.0%		

### Metric by Grade and Cohort

Grade Level	Cohort	September	October	November	January	February	March	April	May	June
1st	Mustangs	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Rams	0.0%	0.0%	20.0%	0.0%	54.5%	40.0%		13.3%	
	RiverHorse		41.2%	0.0%	0.0%		25.0%	0.0%		
	Spartans									0.0%
	Tigers		12.0%	26.7%	39.3%	48.0%	31.6%	5.7%		
	Vikings	100.0%	0.0%	30.0%	33.3%	47.8%	56.3%	16.7%	100.0%	
2nd	Wolf Pack			7.4%	38.1%	34.0%	43.8%	38.9%	66.7%	
	Wolverines			0.0%	0.0%	28.1%	50.0%	71.4%	100.0%	
	-----		0.0%	0.0%	28.6%	0.0%	0.0%	0.0%	100.0%	
	Bears	0.0%	0.0%	7.0%	0.0%	0.0%	0.0%	0.0%	56.6%	
	Bisons		0.0%	30.8%		0.0%				
	Blugolds		0.0%	10.0%	12.1%	0.0%	20.0%	0.0%	0.0%	
3rd	Falcons		0.0%	0.0%	10.5%	12.5%	6.3%	0.0%	0.0%	
	Longhorns		0.0%	9.1%	0.0%	4.0%	8.3%	0.0%	0.0%	
	Mustangs	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
	Rams	0.0%	6.7%	0.0%	40.0%	46.2%	0.0%		61.4%	

### Metric by Grade and Demographic

Grade Level	Demographic	September	October	November	January	February	March	April	May	June
1st	EL	14.3%	2.7%	10.8%	18.0%	21.0%	17.8%	1.2%	28.4%	0.0%
2nd	CP	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%



# 24-25 Workbook Visualization Preview: Assessment Comparisons

New views to compare student performance on different assessments over time

Cross Assessment Summary (Currently Enrolled Students only)																								
Filters		Step 1: Select Primary Assessment					Step 2: Select Comparison Assmt					Step 3: Select Comparison Period												
School Year		STEM EoM					NWEA (Math)					NWEA: Fall												
2024																								
Region		NWEA (Math) (% At 50th) and STEM EoM Proficiency																						
TN		Showing change from NWEA: Fall																						
		NWEA						Unit Assessment EoM																
		Fall		Winter		Spring		Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6		Unit 7		Unit 8		
		Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	Prof	Change	
By Class or Teacher	K	RDCP	36%	0%	75%	39%	90%	54%	33%	-3%	64%	28%	81%	45%	70%	34%	0%	-36%	51%	15%				
		RNNE	32%	0%	63%	32%	74%	42%	74%	42%	78%	46%	89%	57%	56%	24%	31%	-1%	49%	17%				
		RUA	18%	0%	69%	51%	81%	63%	84%	66%	71%	53%	64%	46%	69%	51%	46%	28%	58%	41%				
Filter Class/Teacher	1st	RDCP	54%	0%	79%	25%	81%	26%	74%	19%	78%	23%	58%	4%	71%	17%	51%	-4%	55%	1%				
		RNNE	58%	0%	71%	13%	76%	19%	75%	17%	100%	42%	36%	-21%	100%	42%	0%	-58%	58%	1%				
		RUA	57%	0%	75%	18%	81%	24%	72%	16%	67%	10%	66%	9%	43%	-13%	42%	-15%	57%	0%				
Subgroups	2nd	RDCP	33%	0%	62%	29%	74%	41%	59%	26%	61%	28%	84%	51%	14%	-19%	36%	3%	51%	18%			85%	52%
		RNNE	34%	0%	64%	29%	75%	41%	84%	50%	54%	20%	61%	27%	66%	31%	34%	0%					63%	29%
		RUA	34%	0%	53%	19%	72%	38%	70%	36%	64%	30%	67%	33%	0%	-34%			12%	-22%			0%	-34%
ISE Type	3rd	RDCP	46%	0%	66%	19%	70%	24%	100%	54%	0%	-46%			70%	24%			0%	-46%	13%	-33%		
		RNNE	32%	0%	60%	28%	66%	34%			64%	32%	59%	26%	64%	32%	72%	40%			5%	-27%		
		RUA	50%	0%	51%	1%	71%	21%	53%	3%	55%	5%	50%	0%	63%	13%	55%	5%	35%	-15%	17%	-33%		
EL Status	4th	RDCP	47%	0%	73%	25%	58%	11%					95%	48%	50%	3%	95%	48%						
		RNNE	41%	0%	56%	15%	39%	-2%			28%	-13%	41%	0%	56%	15%			50%	9%	50%	9%		
		RUA	31%	0%	66%	35%	69%	38%			78%	47%	68%	37%	66%	36%	84%	53%	70%	40%	58%	27%		



# 3C. 2023-24 Student Achievement Recap & 2024-25 Plan: Talent Update





# Fall Manager Feedback Survey - Summary Themes

- Of our core leader groups, **Principals and NeST managers (especially senior leaders)** had the lowest manager feedback survey scores.
- **Performance Management and Coaching** are focus areas and connect to organizational 5-year goals.
  - Questions on capturing progress toward goals and coaching are low for multiple years.
  - NeST manager scores decreased YoY (-0.3) – driven primarily by decreases in performance management and coaching
- Cohort models might still be a focus area to consider given the data trends and next steps:
  - Of leaders scoring below 5.5, many are New to Rocketship
  - Returning leaders generally scored higher (6.1 overall vs. 6.0)



# Spring MFS Pulse - Summary Themes

- The average overall score on the MFS **decreased by 0.1** from Fall 2023 to Spring 2024 .
- Similar to the Fall MFS, **Coaching** remains a focus area.
- From Fall to Spring, we observed some **compression** in MFS scores: low-scoring regions/schools from the Fall increased their scores, while high-scoring regions/schools decreased.
  - In particular, MKE increased their overall score by +0.4 from Fall to Spring. This increase was primarily driven by changes in managers receiving feedback rather than individual manager growth.
- A shift from prior years, Year 1 managers scored higher than returning managers on the Spring MFS Pulse survey.
  - Controlling for turnover, Year 1 managers saw no change on average from Fall to Spring, while returning managers saw a slight decrease.



# RPS Coaching positively impacts student achievement

- Various data points indicate that RPS coaching positively impacts student achievement
- Highly differentiated School Leader Launch
- Promising results from Year 1 Principal Cohort
- Variance and gaps in Director of Schools' development, and academic performance
- Launching Director of Schools Development, kicking off September 5th, in person, in CA, and modeling it off of a cohort based development
- Continuing 1st year principal cohort
- Providing ongoing development for 1st year principals into their 2nd year
- Providing more streamlined coaching tools, playbooks, look-fors, along with key benchmarks goals



# School Leader Launch

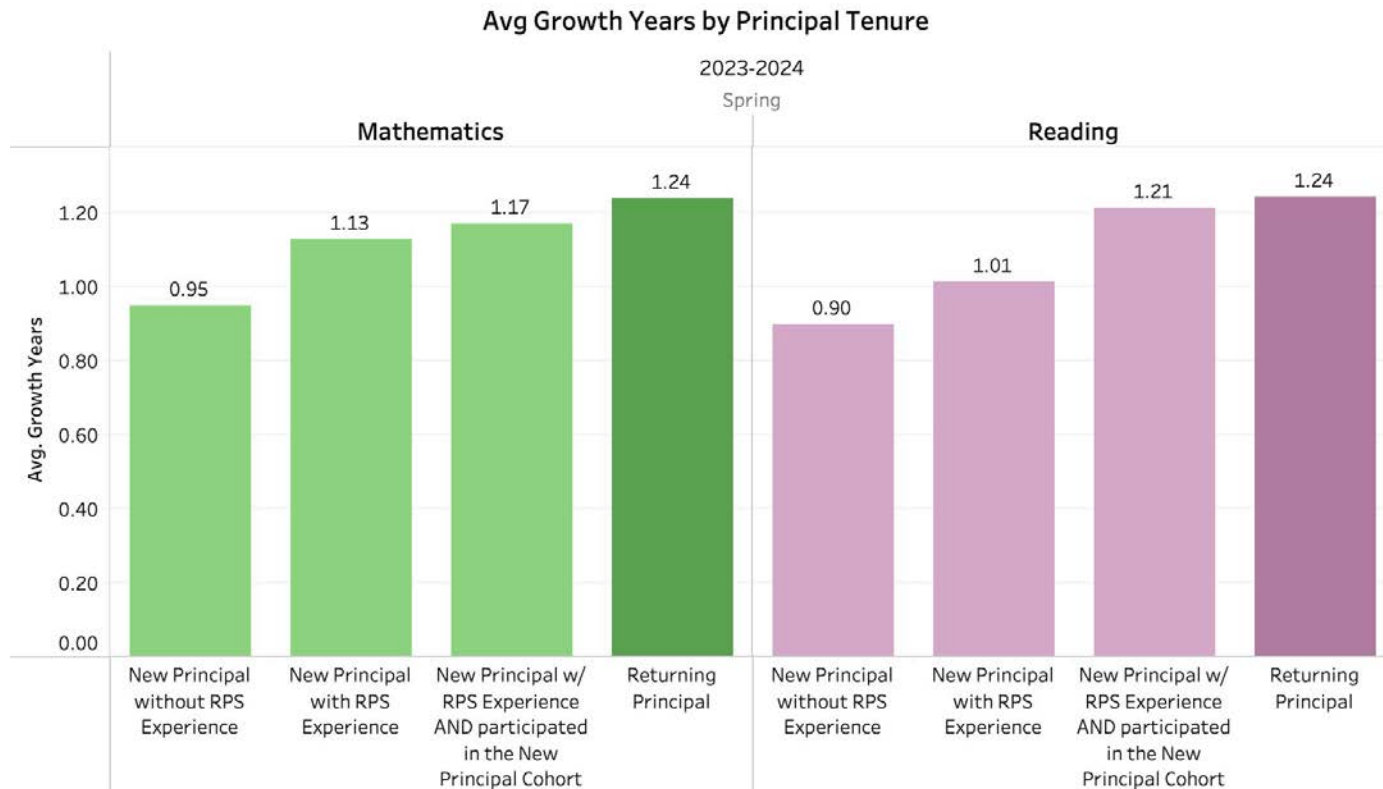
- Highly differentiated School Leader Launch in Denver, CO
- On the question “the session today will support student achievement,” scored a 4.98/5
- 87% of sessions scored at least a 4.5 out of 5

“I found the sessions to be particularly valuable as a new Office Manager. The organization and presentation were excellent.”

“Role specific PDs this year felt purposeful and engaging. I really appreciated the workshop model - the sessions within were great and differentiated. The experience was so well planned and awesome. I thought that this was the best example we’ve had of a very authentic, rigorous PD experience.”

“The New School Leader Programming was great and meaningful. I enjoyed the sessions, and I also loved how I was able to meet and collaborate with other leaders from different regions.”

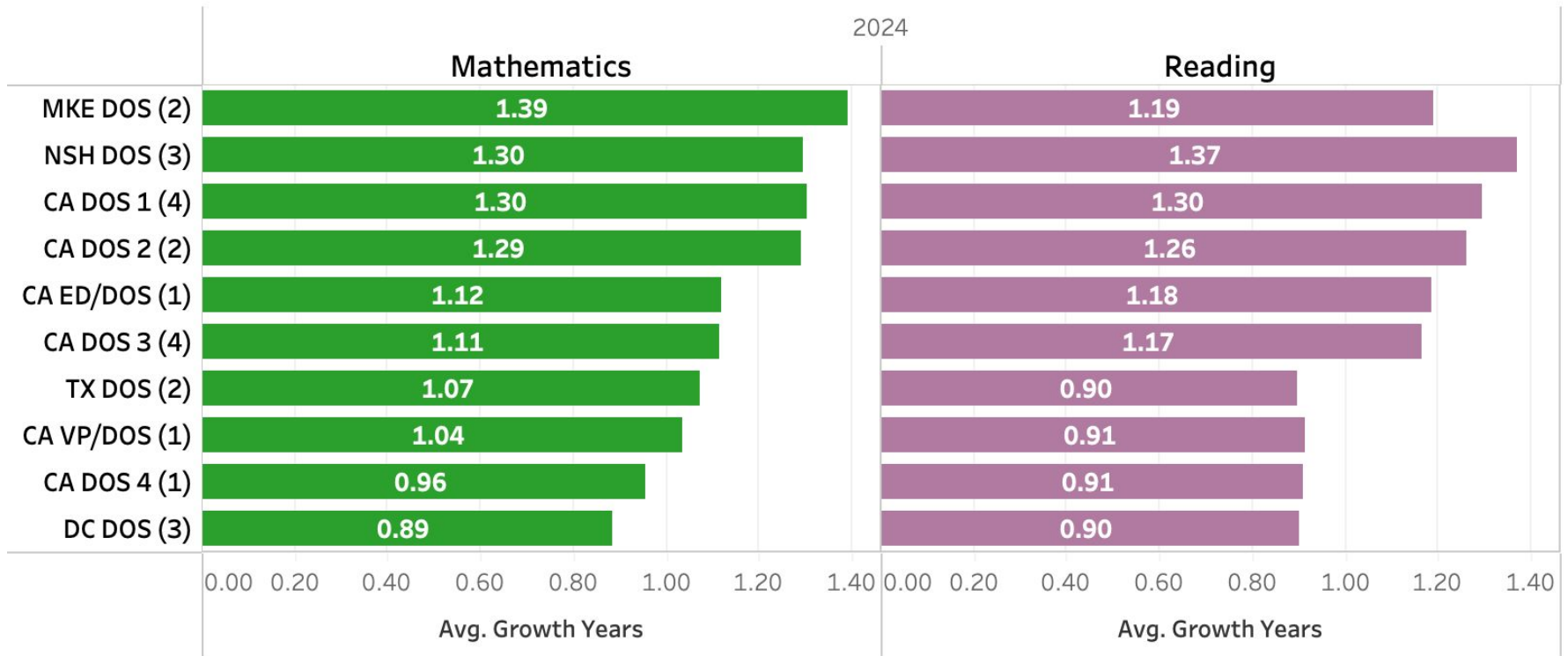
# New Principals with RPS Experience who participated in New Principal Cohort achieving similar results to returning principals.



- New Principals without RPS experience was 0.1 higher from last year to this year.
- New Principals with RPS experience had the same performance.
- New principals with RPS experience *who participated in new principal cohort* achieved ~1.2 years of growth, providing greater confidence in our new principal cohort programming.

# Significant variance in DoS results, highlighting gap in DoS development

2023-24 NWEA MAP Growth Metrics  
by DOS



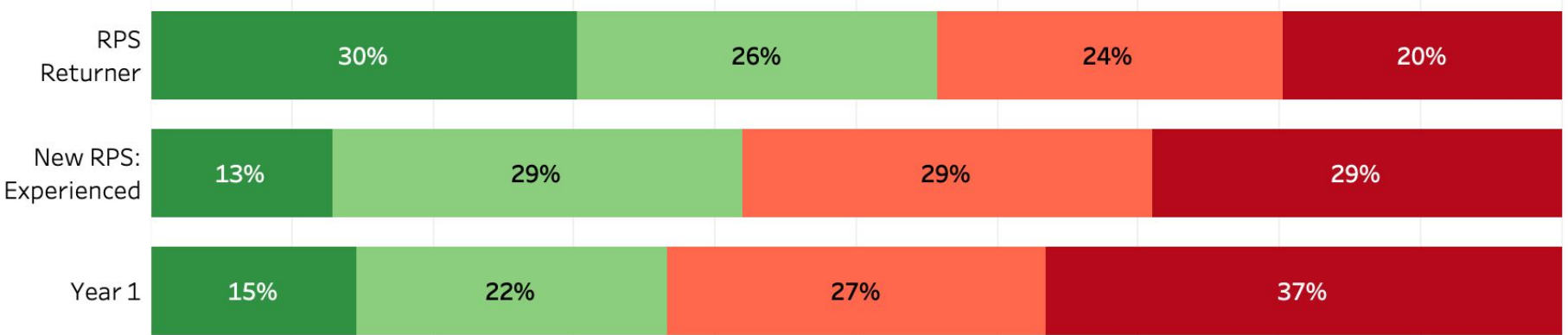
DOS assignments at EOY.

Number of schools DOS supports in parentheses.

- DoS development modeled off of principal cohort
- First session kicks off September 5th, with opportunities for formal learning and applied practice/mentorship

# Over 50% of RPS returning teachers achieve results to place in top 2 quartiles

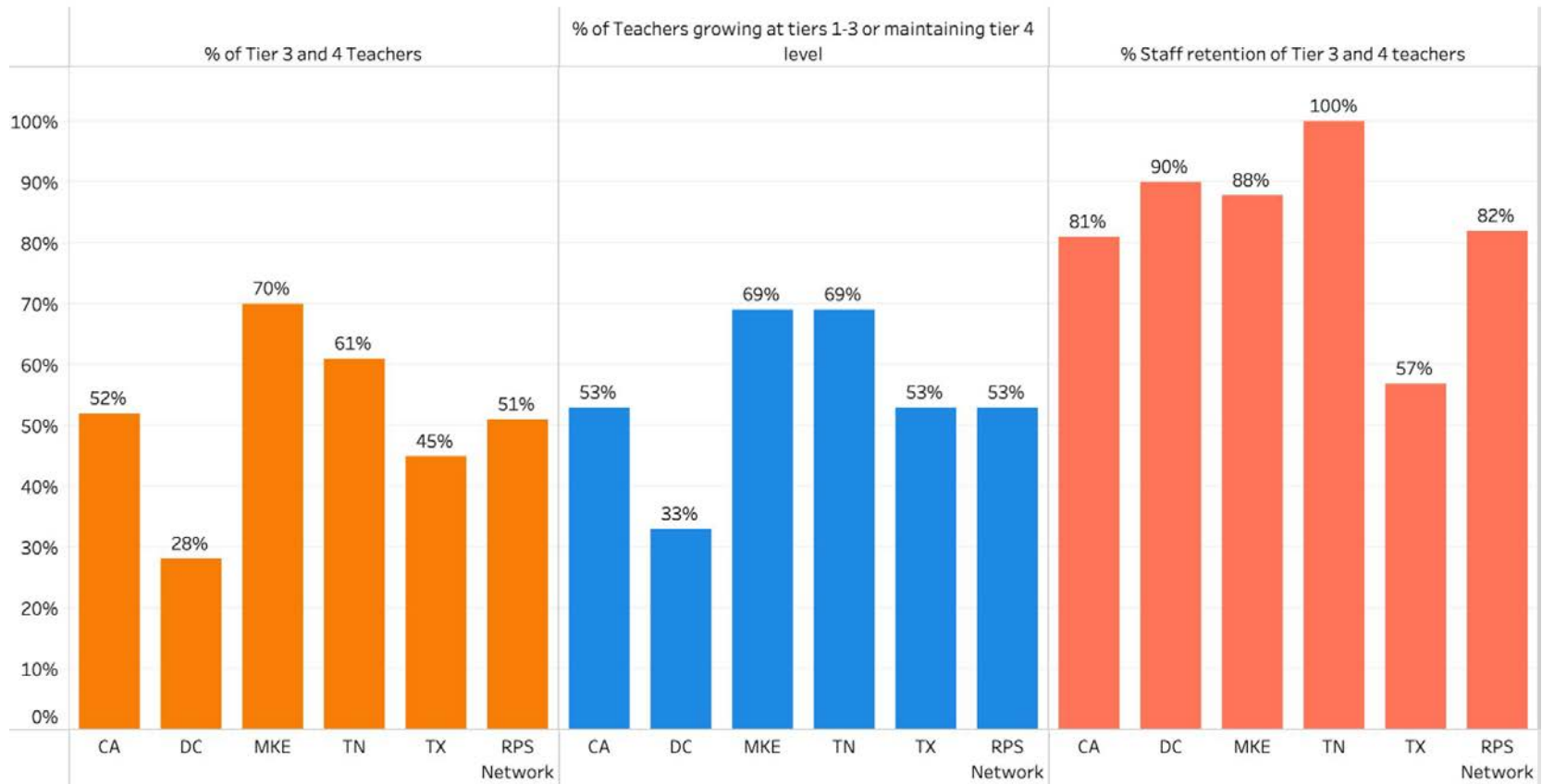
2023-24 Full Year K-5 Gen Ed Teachers  
Quartile rankings based on % Met Tier Growth



- All New-to-RPS Teachers have smaller share in top teacher quartile
- Retention and graduated development of Year 1 teachers (w/ and w/out experience) a key lever to unlocking higher quartile rankings

# Above 50% of teachers growing towards Tier 3/4

2023-24 Teacher Performance Metrics



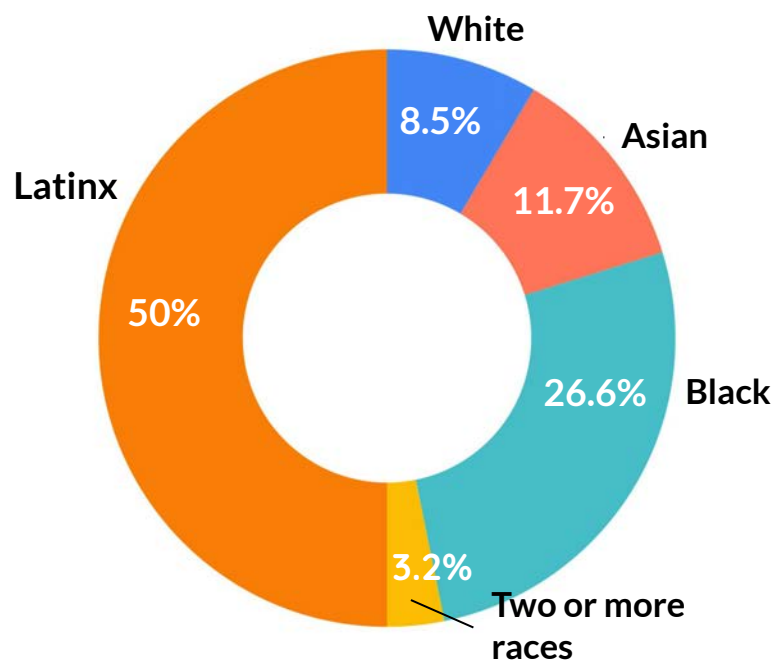
- 53% of teachers growing towards Tier 3 or 4 level, but discrepancies remain across regions
- Regional roles key to providing more localized, consistent and ongoing professional learning (weekly PD, skills labs, direct coaching support)
- CSGF grant and related roles key in developing more senior roles (DoS, AD, AMs)



# Amid a national teacher shortage, Rocketship continues to make progress towards developing a teaching pipeline



Demographic Breakdown of Teachers in the 2023/2024 School Year Who Previously Held Hourly Staff Positions at Rocketship



- Nearly a quarter of teachers are recruited from within Rocketship
- 58% of teachers who started as hourly employees are Tier 3/4 teachers
- RPS experience in hourly roles, paired with ongoing development, drives stronger student performance
- Continuing investments in programs that harness internal talent, including Rivet and teacher residency

3C. 2023-24 Student Achievement Recap &  
2024-25 Plan: Talent Update:  
Teacher Residency Update



# Why Teacher Residencies?

Talent is working to find creative solutions to help us find a diverse and sustainable teaching pipeline. Teacher Residencies help attract a diverse cohort of talent and provide a supported entry to teaching by teaching with a full time teacher in year one and being a teacher of record in year two. All of this happens while getting their degree with a university. Rocketship won a grant for this initiative with NCTR (National Center for Teacher Residencies)!



# CA Teacher Residency Capacity Grant

## \$250,000



Thank you for submitting the revised application for the 2021 Teacher Residency Capacity Grant. The Commission on Teacher Credentialing (Commission) is pleased to send the notification that the Rocketship Mateo Sheedy Elementary application revisions have been accepted and the application has been recommended for funding. By May 2, 2024, Commission staff will communicate additional funding information and provide required documents to be signed.

We look forward to working together on this capacity building effort to develop a strong and effective LEA/IHE partnership in preparation to operate a Teacher Residency Program to provide high quality opportunities for candidates to earn a California teaching credential. This program will help provide additional qualified teachers for California public schools to address the teacher shortage.

Sincerely,



Kristina Najarro and Sarah Barwani  
Residency Grants Consultants, Professional Services Division  
Commission on Teacher Credentialing

*The information provided in this message by CCTC is general and current as of the date of transmission. Any reliance by recipients on the information is subject to the accuracy of the initial information and facts provided by the recipient.*

*This message contains information from the CCTC that may be confidential, or privileged. If you are not the intended recipient, be aware that the review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited by law. If you received this message in error, please notify the sender and delete the material from any computer.*



## Teacher Residency Partners

**ROCKETSHIP**  
PUBLIC SCHOOLS



- Residency Foundations are complete
- **8/13** - Official Kickoff - Residency Design
- **8/29 & 8/30** - Planning Meeting San Jose, California
- **9/30 - 10/2** - RDA Site Visit w/ NCTR - Albuquerque, New Mexico
- Launching in **2024-25 SY** in CA

# NCTR Teacher Residency Model

	Summer Semester	Fall Semester	Spring Semester	Summer Semester
<b>Cohort Model</b>	Orientation	Learning to teach alongside a cohort of fellow residents		
<b>Coursework</b>		Graduate Level Coursework with a weekly seminar		
<b>Apprenticeship</b>		Teaching and learning the school site, 4 days per week		
		Increasing teaching responsibilities		
	Matched with a mentor teacher		Lead teaching week(s)	
<b>Evaluation</b>		Ongoing formal and informal coaching and feedback		
	Ongoing performance - based assessments			
<b>Post-Residency</b>			School hiring & support	
				Induction & ongoing professional development

Break



# Action Items: Budget - Review and Approval

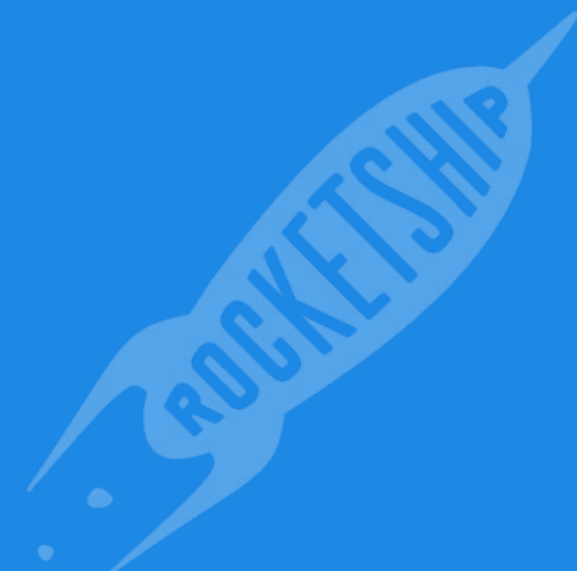
## 5. Action Items: Budget - Review and Approval

**A.** Approve the Revised 2024-25 Budget as recommended by the Rocketship Business Committee





5A. Approve the Revised 2024-25 Budget -  
2023-24 End of Year Context for 2024-25  
Budget



# Financial Scorecard through end of year FY24

## Rocketship Financial Scorecard as of June 30, 2024

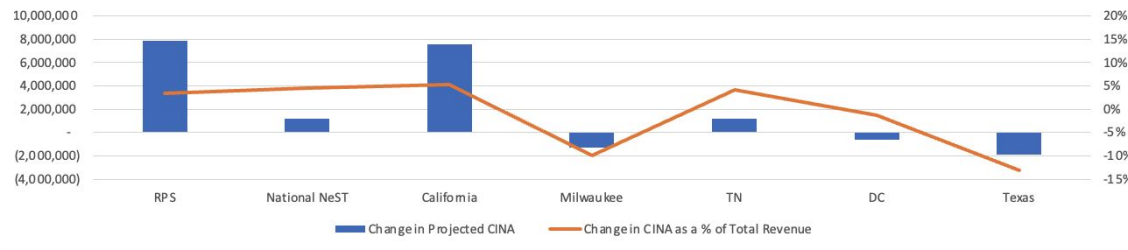
### Financial Health

	RPS June 24	Red	Yellow	Green	Formula
Cash Position	88,150,239				
DCOH	147.58	<30	30< x <60	>60	=unrestricted cash / (operating expenses/365)
Current Ratio	2.27	<1	1< x <1.2	>1.2	=current assets / current liabilities
Liabilities as a % of Assets	19%	>0.90	0.80< x <0.90	0.80<	=liabilities / assets
Net Asset Margin	188%	<10%	10%< x <20%	>20%	=net assets / operating expenses

Our key indicators continue to show RSED in a very strong financial position, with very strong liquidity and overall net incomes above target, driven by strong results in California.

### CINA Forecast and Fiscal Management

#### Year End Projected CINA Variance



	Budgeted CINA	Year-End Reforecast	Change in Projected CINA	Change in CINA as a % of Total Revenue
RPS	6,112,785	13,996,000	7,883,215	3%
National NeST	835,983	2,025,000	1,189,017	5%
California	3,425,459	11,011,000	7,585,541	5%
Milwaukee	178,516	(1,077,000)	(1,255,516)	-10%
TN	741,584	1,934,000	1,192,416	4%
DC	931,243	308,000	(623,243)	-1%
Texas	1,604,144	(303,000)	(1,907,144)	-13%

### Annual Measures

#### FY24

Bond Covenants	Met/Not Met	Met
Audit Rocketship	Opinion Unqualified/Qualified	Unqualified None
Audits Regions	Opinion Unqualified/Qualified	Unqualified None

# RSED Unaudited FY24 Results

Rocketship Public Schools	FY24 Actuals												*FY24 Budget		
(5000s)	CA Schools	DC Schools	WI Schools	TN Schools	Schools Total	CA NeST	DC NeST	WI NeST	TN NeST	National	NeST Total	Elim	RSED Total	RSED Total	Variance
Federal Revenue	15,893	5,909	2,877	5,078	29,758	0	0	202	0	32	233	0	29,991	28,699	1,292
State and Other Local	123,023	37,033	7,254	24,507	191,817	0	0	0	99	2,601	2,700	0	194,517	190,549	3,968
Int Transfers/Network Support Fee	0	0	0	0	0	6,249	1,614	457	1,373	19,769	29,462	-29,462	0	1,039	-1,039
Grants and Fundraising	286	2	8	26	321	120	659	540	386	5,466	7,172	0	7,493	5,817	1,676
<b>Total Revenues</b>	<b>139,202</b>	<b>42,944</b>	<b>10,139</b>	<b>29,611</b>	<b>221,896</b>	<b>6,369</b>	<b>2,273</b>	<b>1,199</b>	<b>1,857</b>	<b>27,868</b>	<b>39,567</b>	<b>-29,462</b>	<b>232,001</b>	<b>226,104</b>	<b>5,897</b>
Total Comp & Benefits Expenses	61,145	13,975	5,950	13,608	94,678	3,367	1,762	929	1,308	16,133	23,500	0	118,178	125,626	7,448
Books and Supplies	6,194	1,987	724	1,404	10,310	403	174	57	173	927	1,735	0	12,045	12,786	741
Food Services	5,084	1,290	474	1,221	8,069	0	0	0	0	0	0	0	8,069	7,423	-646
Facility Fee	10,330	7,013	674	2,552	20,568	0	0	0	0	0	0	0	20,568	19,403	-1,165
Leases and Repairs	3,806	1,283	395	975	6,459	411	130	3	84	407	1,035	0	7,493	5,606	-1,887
Network Support Fee	19,130	4,842	1,372	4,118	29,462	0	0	0	0	0	0	-29,462	0	0	0
Miscellaneous Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Expenses</b>	<b>128,710</b>	<b>42,901</b>	<b>11,008</b>	<b>27,307</b>	<b>209,925</b>	<b>5,850</b>	<b>3,080</b>	<b>1,407</b>	<b>2,228</b>	<b>24,977</b>	<b>37,543</b>	<b>-29,462</b>	<b>218,005</b>	<b>219,977</b>	<b>1,972</b>
CINA	10,492	43	-869	2,304	11,971	519	-806	-208	-371	2,891	2,025	0	13,996	6,127	7,869
<b>Ending Net Assets</b>	<b>61,261</b>	<b>1,375</b>	<b>-4,410</b>	<b>7,423</b>	<b>65,650</b>	<b>6,190</b>	<b>-3,833</b>	<b>-778</b>	<b>-460</b>	<b>21,367</b>	<b>22,485</b>		<b>88,135</b>	<b>80,266</b>	<b>7,869</b>

## Changes from Budget

While we are still reviewing year-end results prior to submitting for audit, the organization projects to have overperformed budget and forecasts on the basis of reduced expenses relative to projections.

Several regions ultimately underspent on non-personnel despite concerning forecasts throughout the year, underscoring the need to improve our reporting and forecasting tools.



# Consolidated Balance Sheet

Across RSED, we project a \$28mm increase in cash and a \$13mm increase in total net assets. The changes in property, accumulated depreciation and accrued liabilities are mostly reflective of the ASC 842 lease standards implementation.

	Current vs Prior Year (YTD)			
	6/30/24	6/30/23	Change \$	Change %
<b>Assets</b>				
Total Cash and cash equivalents	88,150,239	60,105,087	28,045,152	46.66%
Total Accounts Receivable	34,326,189	36,102,417	(1,776,229)	(4.92%)
Total Prepaid expenses and deposits	5,093,251	5,520,138	(426,887)	(7.73%)
Total Security Deposits	459,297	459,297	-	0.00%
Total Property, plant & equipment	305,066,890	287,798,429	17,268,461	6.00%
Total Less: Accumulated depreciation	(22,978,467)	(12,214,291)	(10,764,176)	88.13%
Total Note receivable	468,650	776,304	(307,654)	(39.63%)
<b>Total Assets</b>	<b>410,586,048</b>	<b>378,547,381</b>	<b>32,038,666</b>	<b>8.46%</b>
Total Accounts payable	4,244,072	3,461,873	782,199	22.59%
Total Accrued liabilities	7,582,468	12,138,301	(4,555,833)	(37.53%)
Total Accrued lease payments S-T	9,238,685	8,765,009	473,675	5.40%
Total Deferred Revenue	30,584,346	19,677,626	10,906,720	55.43%
Total Deferred management fee S-T	(1)	-	(1)	0.00%
Total Intercompany Loan	-	-	-	0.00%
Total Current portion of loans payable	4,550,000	540,439	4,009,561	741.91%
<b>Total Current Liabilities</b>	<b>56,199,570</b>	<b>44,583,248</b>	<b>11,616,322</b>	<b>26.06%</b>
Total Accrued lease payments L-T	274,151,094	267,485,164	6,665,930	2.49%
Total Accrued Interest	223,230	215,757	7,472	3.46%
Total Loans payable L-T	-	250,000	(250,000)	(100.00%)
<b>Total Long-Term Liabilities</b>	<b>274,374,323</b>	<b>267,950,921</b>	<b>6,423,402</b>	<b>2.40%</b>
<b>Net Assets</b>	<b>80,012,154</b>	<b>66,013,212</b>	<b>13,998,943</b>	<b>21.21%</b>
<b>Total Liabilities and Net Assets</b>	<b>410,586,048</b>	<b>378,547,381</b>	<b>32,038,666</b>	<b>8.46%</b>



# Balance Sheet By Entity

	SUMMARY						
	Natl+Nest(s)	CA	DC & Elim	WI	TN	ELIM	Total RSED
<b>Assets</b>							
Total Cash and cash equivalents	6,617,919	65,529,663	7,714,734	416,481	7,871,442	(0)	88,150,239
Total Accounts Receivable	2,880,650	28,532,800	1,875,512	(599,809)	2,030,735	(393,700)	34,326,189
Total Prepaid expenses and deposits	1,951,695	787,668	1,944,777	229,894	179,217	-	5,093,251
Total Security Deposits	34,297	425,000	-	-	-	-	459,297
Total Property, plant & equipment	5,229,880	129,617,310	122,816,831	8,108,237	39,294,632	-	305,066,890
Total Less: Accumulated depreciation	(1,980,865)	(13,338,847)	(4,618,790)	(971,122)	(2,068,844)	-	(22,978,467)
Total Note receivable	7,751,712	153,916	(59,470)	1,419,541	(28,872)	(8,768,177)	468,650
<b>Total Assets</b>	<b>22,485,288</b>	<b>211,707,510</b>	<b>129,673,593</b>	<b>8,603,223</b>	<b>47,278,310</b>	<b>(9,161,877)</b>	<b>410,586,048</b>
<b>Liabilities and Net Assets</b>							
Total Accounts payable	(654,541)	2,625,318	1,937,601	131,730	203,965	-	4,244,072
Total Accrued liabilities	2,346,276	4,067,730	477,664	70,593	620,205	-	7,582,468
Total Accrued lease payments S-T	345,763	6,163,455	1,714,386	455,688	559,392	-	9,238,685
Total Deferred Revenue	(0)	30,330,416	(0)	-	253,930	-	30,584,346
Total Deferred management fee S-T	-	-	347,086	46,612	-	(393,700)	(1)
Total Intercompany Loan	100,000	-	-	-	-	(100,000)	-
Total Current portion of loans payable	4,550,000	-	-	-	-	-	4,550,000
<b>Total Current Liabilities</b>	<b>6,687,498</b>	<b>43,186,919</b>	<b>4,476,738</b>	<b>704,623</b>	<b>1,637,492</b>	<b>(493,700)</b>	<b>56,199,570</b>
Total Accrued lease payments L-T	1,212,331	107,259,181	121,446,027	6,762,027	37,471,528	-	274,151,094
Total Accrued Interest	223,230	-	-	-	-	-	223,230
Total Loans payable L-T	-	-	2,375,991	5,546,340	745,846	(8,668,177)	-
<b>Total Long-Term Liabilities</b>	<b>1,435,560</b>	<b>107,259,181</b>	<b>123,822,018</b>	<b>12,308,367</b>	<b>38,217,374</b>	<b>(8,668,177)</b>	<b>274,374,323</b>
<b>Net Assets</b>	<b>14,362,230</b>	<b>61,261,410</b>	<b>1,374,837</b>	<b>(4,409,767)</b>	<b>7,423,444</b>	<b>-</b>	<b>80,012,154</b>
<b>Total Liabilities and Net Assets</b>	<b>22,485,288</b>	<b>211,707,510</b>	<b>129,673,593</b>	<b>8,603,223</b>	<b>47,278,310</b>	<b>(9,161,877)</b>	<b>410,586,048</b>

Total deferred fees and other intercompany liabilities from regions to the national organization are approximately \$8.7mm.

Cash at National NeST on June 30 was supported by a \$4mm draw on the CAM line of credit, subsequently paid back in July.



# CA FY24 Actuals Summary

Total CA Region	FY24 Actuals														FY24 Budget (August Version)			
(\$000s)	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	RSK	RFZ	RRWC	RRS	RFA	RDL	Total CA Schools	CA Nest	Total CA Region	Total CA Region	Variance
Federal Revenue	1,350	1,221	1,060	1,238	1,278	1,721	928	1,186	1,532	1,160	1,279	1,239	699	15,893	0	15,893	15,677	217
State and Other Local	9,146	6,723	7,767	11,143	7,904	10,117	9,612	10,583	11,377	5,626	12,021	10,336	10,668	123,023	0	123,023	121,285	1,738
Int Transfers/Network Support Fee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,249	6,249	6,442	-193
Grants and Fundraising	1	51	11	16	0	62	35	44	9	0	8	0	52	286	120	407	0	407
<b>Total Revenues</b>	<b>10,497</b>	<b>7,995</b>	<b>8,837</b>	<b>12,397</b>	<b>9,182</b>	<b>11,900</b>	<b>10,575</b>	<b>11,813</b>	<b>12,918</b>	<b>6,785</b>	<b>13,308</b>	<b>11,575</b>	<b>11,419</b>	<b>139,202</b>	<b>6,369</b>	<b>145,572</b>	<b>143,403</b>	<b>2,169</b>
Total Comp & Benefits Expenses	4,548	3,574	4,082	6,186	4,047	5,244	4,855	5,295	4,833	3,164	5,089	5,467	4,760	61,145	3,367	64,512	70,970	6,458
Books and Supplies	655	378	375	364	432	473	369	487	513	480	557	618	493	6,194	403	6,597	6,771	174
Food Services	391	291	266	450	369	482	415	492	441	288	393	418	389	5,084	0	5,084	4,704	-380
Facility Fee	939	638	883	904	750	873	740	935	1,192	20	935	409	1,112	10,330	0	10,330	9,586	-744
Leases and Repairs	353	298	269	356	292	277	320	228	414	132	322	231	312	3,806	411	4,216	3,420	-796
Network Support Fee	1,462	1,086	1,219	1,724	1,262	1,626	1,434	1,629	1,759	921	1,832	1,595	1,581	19,130	0	19,130	19,325	195
Other Program Expenses	2,304	1,295	1,278	1,612	1,859	1,888	1,707	1,401	2,089	1,547	1,651	2,279	2,111	23,021	1,670	24,691	25,202	511
<b>Total Expenses</b>	<b>10,653</b>	<b>7,560</b>	<b>8,371</b>	<b>11,596</b>	<b>9,010</b>	<b>10,863</b>	<b>9,840</b>	<b>10,467</b>	<b>11,240</b>	<b>6,552</b>	<b>10,779</b>	<b>11,018</b>	<b>10,759</b>	<b>128,710</b>	<b>5,850</b>	<b>134,560</b>	<b>139,978</b>	<b>5,418</b>
CINA	-156	434	466	801	172	1,036	735	1,346	1,678	233	2,529	558	660	10,492	519	11,011	3,425	7,586

## Changes from Budget

Projected CINA at the region exceeded budget by about \$7.5mm on the basis of salary expenses running about 10% under budget and a \$2mm increase in revenue.

One school, RMS, finished with a negative CINA. The region as a whole will be in compliance with debt covenants.



# Wisconsin FY24 Actuals Summary

Total MKE Region	FY24 Actuals				FY24 Forecast (Q1 Version)		Variance
	RSCP	RTP	Total MKE Schools	MKE Nest	Total MKE Region	Total MKE Region	
<i>(\$000s)</i>							
Federal Revenue	1,970	907	2,877	202	3,078	2,590	488
State and Other Local	4,719	2,535	7,254	0	7,254	6,945	309
Int Transfers/Network Support Fee	0	0	0	457	457	435	22
Grants and Fundraising	8	0	8	540	548	800	-252
<b>Total Revenues</b>	<b>6,697</b>	<b>3,442</b>	<b>10,139</b>	<b>1,199</b>	<b>11,338</b>	<b>10,770</b>	<b>568</b>
Total Comp & Benefits Expenses	3,803	2,147	5,950	929	6,878	6,570	-308
Books and Supplies	423	301	724	57	781	683	-98
Food Services	275	199	474	0	474	504	30
Facility Fee	329	345	674	0	674	723	49
Leases and Repairs	188	207	395	3	398	277	-121
Network Support Fee	909	463	1,372		1,372	1,306	-66
Other Program Expenses	846	574	1,420	418	1,838	1,275	-563
<b>Total Expenses</b>	<b>6,772</b>	<b>4,236</b>	<b>11,008</b>	<b>1,407</b>	<b>12,415</b>	<b>11,338</b>	<b>-1,077</b>
<b>CINA</b>	<b>-75</b>	<b>-794</b>	<b>-869</b>	<b>-208</b>	<b>-1,077</b>	<b>-568</b>	<b>-509</b>

Year-end regional expenses were ultimately about 2% higher than Q1 forecast, with revenues about 1% higher, resulting in a CINA of -\$1.077mm for the year, worse than the revised budget at Q1 forecast.

# Tennessee FY24 Actuals Summary

Total TN Region	FY24 Actuals						FY24 Budget (August Version)	Variance
	(\$000s)	RNNE	RUA	RDCP	Total TN Schools	TN Nest	Total TN Region	
Federal Revenue	2,084	1,924	1,070	5,078	0	5,078	3,918	1,160
State and Other Local	8,791	9,353	6,364	24,507	99	24,606	22,974	1,632
Int Transfers/Network Support Fee	0	0	0	0	1,373	1,373	1,285	88
Grants and Fundraising	7	8	10	26	386	412	617	-205
<b>Total Revenues</b>	<b>10,882</b>	<b>11,286</b>	<b>7,444</b>	<b>29,611</b>	<b>1,857</b>	<b>31,468</b>	<b>28,794</b>	<b>2,674</b>
Total Comp & Benefits Expenses	5,057	4,886	3,665	13,608	1,308	14,916	14,458	-458
Books and Supplies	520	502	382	1,404	173	1,578	1,515	-63
Food Services	447	394	381	1,221	0	1,221	1,133	-88
Facility Fee	493	563	1,495	2,552	0	2,552	1,974	-578
Leases and Repairs	422	323	230	975	84	1,059	631	-428
Network Support Fee	1,549	1,607	961	4,118	0	4,118	3,855	-263
Other Program Expenses	1,101	1,325	1,003	3,429	663	4,092	4,486	394
<b>Total Expenses</b>	<b>9,589</b>	<b>9,601</b>	<b>8,117</b>	<b>27,307</b>	<b>2,228</b>	<b>29,535</b>	<b>28,052</b>	<b>-1,483</b>
<b>CINA</b>	<b>1,293</b>	<b>1,685</b>	<b>-673</b>	<b>2,304</b>	<b>-371</b>	<b>1,934</b>	<b>742</b>	<b>1,192</b>

## Changes from Budget

The region exceeded revenue targets by about 8% on the basis of higher than planned enrollment.

However, a 5% expense overrun underlines the need for additional budget management support from national to the regions.



# DC FY24 Actuals Summary

Total DC Region  (\$000s)	FY24 Actuals					FY24 Forecast (Q1 Version)	Total DC Region	Variance
	RISE	RLP	RIC	Total DC Schools	DC Nest	Total DC Region		
Federal Revenue	1,656	2,258	1,995	5,909	0	5,909	5,933	-24
State and Other Local	11,657	15,884	9,493	37,033	0	37,033	36,181	852
Int Transfers/Network Support Fee	0	0	0	0	1,614	1,614	1,574	40
Grants and Fundraising	2	0	0	2	659	661	1,000	-339
<b>Total Revenues</b>	<b>13,315</b>	<b>18,142</b>	<b>11,487</b>	<b>42,944</b>	<b>2,273</b>	<b>45,217</b>	<b>44,689</b>	<b>529</b>
Total Comp & Benefits Expenses	4,487	5,525	3,963	13,975	1,762	15,738	14,967	-771
Books and Supplies	684	666	638	1,987	174	2,161	2,227	66
Food Services	470	554	266	1,290	0	1,290	936	-354
Facility Fee	1,795	1,721	3,497	7,013	0	7,013	7,079	66
Leases and Repairs	484	397	402	1,283	130	1,414	958	-456
Network Support Fee	1,490	2,075	1,278	4,842	0	4,842	4,723	-119
Other Program Expenses	4,093	5,613	2,804	12,510	1,013	13,523	13,491	-32
<b>Total Expenses</b>	<b>13,503</b>	<b>16,551</b>	<b>12,847</b>	<b>42,901</b>	<b>3,080</b>	<b>45,980</b>	<b>44,381</b>	<b>-1,599</b>
CINA	-189	1,591	-1,359	43	-806	-763	308	-1,071

## Changes from Q1 Forecast

About 50% of the CINA variance in the DC region can be explained by a negative revenue adjustment from prior year due to grant revenue claimed in error in 2022-23.

The region also exceeded its expense targets by 4%, overspending in both compensation and non-compensation categories.



# Texas FY24 Unaudited Results

	Annual Budget	Full Year Forecast	Budget \$ B/W	Budget % B/W
<b>Revenues</b>				
State Revenue	\$ 6,879,321	7,225,889	\$ 346,568	5%
Federal Revenue	\$ 929,760	928,432	(1,328)	0%
Miscellaneous Revenues	\$ -	7,214	7,214	0%
Grants and Contributions	\$ 6,700,000	6,140,000	(560,000)	-8%
Other Local Revenues	\$ -	13,245	13,245	0%
<b>Total Revenues</b>	<b>\$ 14,509,081</b>	<b>\$ 14,314,780</b>	<b>\$ (194,302)</b>	<b>-1%</b>
<b>Expenses</b>				
Certificated Salaries	\$ 3,405,282	\$ 2,655,905	\$ 749,377	22%
Classified Salaries	\$ 1,789,609	3,095,191	(1,305,582)	-73%
Salaries	\$ 5,194,891	\$ 5,751,096	\$ (556,205)	-11%
Employee Benefits	\$ 1,425,998	1,542,835	(116,837)	-8%
Books and Supplies	\$ 931,868	1,388,247	(456,379)	-49%
Food Services	\$ 499,234	724,053	(224,820)	-45%
Services and Other Operating Expenses	\$ 2,263,541	3,142,946	(879,406)	-39%
Travel and Conferences	\$ 391,349	136,207	255,142	65%
Dues and Insurance	\$ 106,060	105,602	458	0%
Rental, Leases and Repairs	\$ 351,706	533,845	(182,139)	-52%
Facility Fee	\$ 908,360	900,399	7,961	1%
Management Fee Forgiveness	\$ -	(316,714)	316,714	0%
Management Fee - National	\$ 687,932	-	687,932	100%
Miscellaneous Expenses	\$ -	-	-	0%
Interest Expense	\$ 144,000	144,000	-	0%
Accrued Interest & Amortization	\$ -	-	-	0%
Depreciation Expense	\$ -	563,879	(563,879)	0%
<b>Total Expenses</b>	<b>\$ 12,904,937</b>	<b>\$ 14,616,394</b>	<b>\$ (1,711,457)</b>	<b>-13%</b>
<b>CINA</b>	<b>\$ 1,604,144</b>	<b>\$ (301,615)</b>	<b>\$ (1,905,759)</b>	<b>-119%</b>

Following initial closing, we are projecting the region to end with a \$301k negative CINA (positive \$262k excluding depreciation).

Expense actuals show total comp. 10% over budget and total non-comp, other than CMO fee, 33% over budget.

State and Federal revenues finish within about 1% of budget. Grant revenues finish \$560,000 under budget.



# RPS Texas Initial FY24 Loan Covenant Calculations

<b>Days Cash Calculation</b>		
Ending operating cash		\$1,678,323
Daily expenses		\$37,352
<b>Days Cash on Hand</b>		<b>45</b>

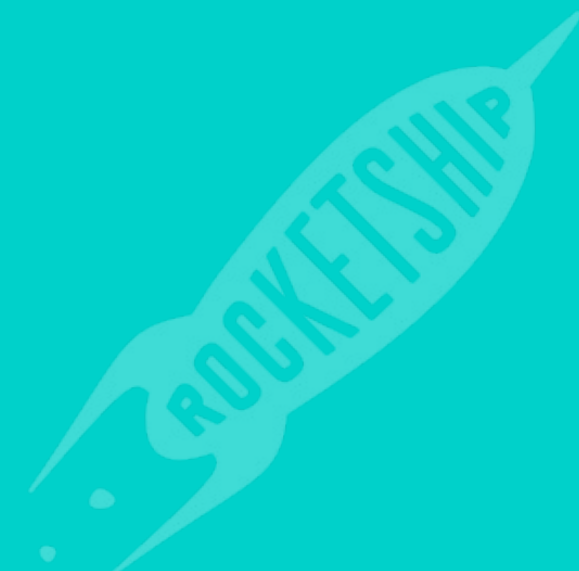
Initial results show RPS Texas in compliance with both of its loan covenants for FY24.

<b>Lease-Adjusted Debt Service Coverage</b>		
Full-year CINA		(\$301,615)
Add back:		
Depreciation expense		563,879
Amortization expense		-
Facility Fee (lease expense)		860,000
Interest Expense		144,000
Revenues available for debt service		\$1,266,264
Debt service requirements		
Facility Fee		860,000
Loan Principal & Interest		385,000
Total Debt Service		\$1,245,000
<b>Lease-Adjusted Debt Service Coverage Ratio</b>		<b>1.02</b>

Final audit prep will likely result in some changes to these values, but shouldn't tip either into non-compliance.



5A. Approve the Revised 2024-25 Budget:  
24-25 Budget Revisions



## Summary since June

Following initial approval, regional and national teams have worked closely to stress test and update our budgets for the year taking into account newly available information:

- State funding formula changes
- Updated spending plans for restricted grants resulting in more accurate revenue estimates
- Expense updates, including benefits actuals, revised staffing plans, and contractual cost changes.

In addition, we have been closely monitoring enrollment progress to manage revenue targets:

- DC has reduced its target by 12%
- California by 1.5%.
- Texas has reduced its target by 20%
- Other regions' targets are flat to June budgets.

Across the entire network, we are still on track for our target of **positive CINA** for each charter-holding entity, with the previously-approved exception of Wisconsin, and positive CINA for the CMO entity.

Other than a possible short-term deferral in Wisconsin to support cash flow, we do not anticipate any short or long-term fee deferrals or intracompany loans.



# Key Risk: Enrollment and Retention:

- Through their first 2-3 weeks, the **California** and **Tennessee** region are both about 4% below their budgeted enrollment and attendance targets.
  - Tennessee has halved their deficit to goal from week 1 to week 3 - most of the gap is at one school where waitlist calls should get close to full enrollment.
  - California's gap to goal has been stubborn - the attendance rate is higher than projected (averaging 95% YTD), which is helping mitigate an enrollment shortfall of ~ 7%.
- **Wisconsin** pre-opening data is encouraging: Tracking towards full enrollment in the weeks leading up to school starting, though attendance data will confirm in the first weeks of school.
- Data on **Washington DC** is more concerning: In the week before school starts, the region still has a 100 student gap to its revised-downward enrollment goal.
- First two weeks' data in **Texas** has been especially challenging - despite increased application counts, unanticipated summer attrition and no-shows mean the region started school about 200 children below target, without a waitlist to pull from.
- **Across all regions** - closing gaps where possible *and retaining* students through the back to school season is vital to hitting targets.



# Consolidated Organizational Budget

Rocketship Public Schools	FY25 Budget (August Version)													FY25 Budget (June Version)	
(\$000s)	CA Schools	DC Schools	WI Schools	TN Schools	Schools Total	CA NeST	DC NeST	WI NeST	TN NeST	National	NeST Total	Elim	RSED Total	RSED Total	Variance
<b>Enrollment</b>	<b>6,560</b>	<b>1,278</b>	<b>780</b>	<b>1,440</b>	<b>10,058</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10,058</b>	<b>10,279</b>	<b>-221</b>
Federal Revenue	7,528	3,124	2,241	2,981	15,873	0	0	0	0	0	0		15,873	15,771	102
State	129,139	35,033	8,984	24,734	197,889	0	0	0	0	0	0		197,889	200,686	-2,797
Other Local Revenues	73	298	27	50	449	0	0	0	0	1,500	1,500		1,949	1,898	51
Int Transfers/Network Support Fee	0	0	0	0	0	6,362	1,516	514	1,323	20,065	29,781	-29,145	636	-376	1,012
Grants and Fundraising	0	600	0	0	600	0	700	550	325	3,250	4,825		5,425	5,962	-537
<b>Total Revenues</b>	<b>136,740</b>	<b>39,054</b>	<b>11,252</b>	<b>27,765</b>	<b>214,811</b>	<b>6,362</b>	<b>2,216</b>	<b>1,064</b>	<b>1,648</b>	<b>24,815</b>	<b>36,106</b>	<b>-29,145</b>	<b>221,772</b>	<b>223,941</b>	<b>-2,169</b>
Certificated Salaries	28,783	6,523	2,782	5,587	43,675	185	0	0	0	0	185		43,860	44,071	211
Classified Salaries	20,564	5,730	2,578	5,129	34,001	1,782	491	829	901	15,249	19,252		53,252	52,461	-791
Employee Benefits	15,228	2,393	1,336	3,500	22,456	459	74	241	203	2,356	3,333		25,789	26,356	567
Books and Supplies	5,668	949	417	1,200	8,235	316	38	32	46	723	1,155		9,390	9,649	259
Food Services	5,179	1,001	513	1,166	7,860	52	6	1	0	0	60		7,919	7,998	79
Operating and Housekeeping	3,141	1,313	300	706	5,460	1	3	0	0	19	23		5,483	5,436	-46
Professional Services	17,049	9,828	421	2,909	30,207	872	129	198	329	2,925	4,453		34,660	36,407	1,747
Other Operating Expenses	2,045	502	173	462	3,182	531	178	56	193	1,776	2,734		5,916	5,682	-234
Facility Fee	10,112	6,668	819	1,975	19,574	0	72	0	44	0	116		19,690	20,326	635
Leases and Repairs	2,478	849	202	541	4,071	397	44	1	60	117	620		4,691	4,569	-122
Network Support Fee	19,084	4,549	1,543	3,969	29,145	0	0	0	0	0	0	-29,145	0	0	0
Miscellaneous Expenses	3,287	4	60	12	3,363	700	0	1	7	750	1,459		4,822	4,788	-34
<b>Total Expenses</b>	<b>132,618</b>	<b>40,307</b>	<b>11,144</b>	<b>27,158</b>	<b>211,228</b>	<b>5,296</b>	<b>1,035</b>	<b>1,361</b>	<b>1,783</b>	<b>23,915</b>	<b>33,389</b>	<b>-29,145</b>	<b>215,472</b>	<b>217,743</b>	<b>2,272</b>
CINA	4,122	-1,253	108	607	3,583	1,066	1,181	-296	-135	900	2,717		6,300	6,197	102
Beginning Net Assets	61,261	1,375	-4,410	8,092	66,318	3,979	-2,578	-1,309	-928	15,197	14,362	0	80,681	80,681	0
Ending Net Assets	65,383	122	-4,302	8,699	69,901	5,045	-1,396	-1,605	-1,063	16,098	17,079	0	86,980	86,878	102

Though some regions and NeSTs have considerable shifts, overall organizational CINA has is essentially unchanged since our June board budget.

We are projecting 1% less revenue across the org and a concomitant reduction in expenses.



# CA FY25 Budget Summary

Total CA Region	FY25 Budget (August Version)														FY25 Budget (June Version)			
((\$000s))	RMS	RSSP	RLS	ROMO	RDP	RBM	RSA	RSK	RFZ	RRWC	RRS	RFA	RDL	Total CA Schools	CA Nest	Total CA Region	Total CA Region	Variance
<b>Enrollment</b>	<b>514</b>	<b>300</b>	<b>335</b>	<b>575</b>	<b>426</b>	<b>520</b>	<b>550</b>	<b>570</b>	<b>555</b>	<b>315</b>	<b>620</b>	<b>660</b>	<b>620</b>	<b>6,560</b>	<b>0</b>	<b>6,560</b>	<b>6,658</b>	<b>-98</b>
Federal Revenue	594	439	435	622	550	709	648	560	672	426	599	666	608	7,528	0	7,528	7,737	-209
State	9,961	6,568	7,640	11,581	8,503	11,173	10,072	10,878	11,491	5,738	12,305	11,172	12,057	129,139	0	129,139	127,361	1,778
Other Local Revenues	1	7	1	0	0	0	0	0	0	60	1	1	1	73	0	73	15	58
Int Transfers/Network Support Fee	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6,362	6,362	6,267	95
Grants and Fundraising	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Revenues</b>	<b>10,557</b>	<b>7,014</b>	<b>8,076</b>	<b>12,203</b>	<b>9,053</b>	<b>11,882</b>	<b>10,720</b>	<b>11,437</b>	<b>12,163</b>	<b>6,224</b>	<b>12,905</b>	<b>11,840</b>	<b>12,667</b>	<b>136,740</b>	<b>6,362</b>	<b>143,102</b>	<b>141,380</b>	<b>1,722</b>
Certificated Salaries	2,251	1,290	1,738	2,465	2,078	2,541	2,493	2,537	2,321	1,362	2,474	2,653	2,579	28,783	185	28,967	29,229	262
Classified Salaries	1,529	1,088	1,205	1,945	1,372	1,677	1,489	1,694	1,816	1,113	1,891	1,892	1,852	20,564	1,782	22,346	21,093	-1,253
Employee Benefits	1,169	701	891	1,337	1,078	1,297	1,232	1,284	1,260	781	1,351	1,454	1,391	15,228	459	15,687	15,730	43
Books and Supplies	536	284	332	427	330	434	458	450	431	328	514	695	451	5,668	316	5,984	5,955	-30
Food Services	414	301	265	469	407	493	418	490	449	279	386	411	396	5,179	52	5,231	5,231	0
Operating and Housekeeping	277	258	197	208	181	300	266	202	274	168	277	282	251	3,141	1	3,142	3,114	-28
Professional Services	1,452	1,044	985	1,273	1,107	1,371	1,288	1,368	1,429	993	1,376	1,801	1,562	17,049	872	17,921	17,636	-285
Other Operating Expenses	246	104	118	161	121	145	150	163	147	129	161	215	185	2,045	531	2,577	2,577	0
Facility Fee	886	622	881	886	766	853	731	912	1,109	22	895	415	1,134	10,112	0	10,112	10,747	635
Leases and Repairs	182	116	168	241	197	194	195	195	276	43	236	229	206	2,478	397	2,875	2,875	0
Network Support Fee	1,468	972	1,134	1,698	1,238	1,649	1,478	1,598	1,715	854	1,827	1,659	1,794	19,084	0	19,084	18,801	-282
Miscellaneous Expenses	66	125	133	603	49	457	110	321	267	20	610	48	480	3,287	700	3,988	3,771	-217
<b>Total Expenses</b>	<b>10,477</b>	<b>6,903</b>	<b>8,048</b>	<b>11,713</b>	<b>8,924</b>	<b>11,411</b>	<b>10,308</b>	<b>11,214</b>	<b>11,495</b>	<b>6,094</b>	<b>11,998</b>	<b>11,753</b>	<b>12,281</b>	<b>132,618</b>	<b>5,296</b>	<b>137,914</b>	<b>136,760</b>	<b>-1,154</b>
CINA	79	111	28	490	129	470	413	223	668	131	906	86	386	4,122	1,066	5,188	4,619	568

## Changes from June Version:

- Funding formula changes have resulted in slightly less federal revenue
- Revised grant plans have resulted in more restricted state revenue, offsetting decrease in unrestricted state revenue from enrollment drop.
  - Those grant plans also resulted in our ability to add more support roles at campuses

Bottom line - all campuses are still projected CINA-positive, fewer campuses are dangerously close to zero CINA, and the regional projected CINA is slightly higher than projected.





# Wisconsin FY25 Budget Summary

Total MKE Region	FY25 Budget (August Version)				FY25 Budget (June Version)	Variance	
	RSCP	RTP	Total MKE Schools	MKE Nest	Total MKE Region		
(\$000s)							
<b>Enrollment</b>	<b>450</b>	<b>330</b>	<b>780</b>	<b>0</b>	<b>780</b>	<b>780</b>	<b>0</b>
Federal Revenue	1,238	1,002	2,241	0	2,241	1,808	433
State	5,219	3,765	8,984	0	8,984	9,101	-117
Other Local Revenues	16	12	27	0	27	27	0
Int Transfers/Network Support Fee	0	0	0	514	514	499	15
Grants and Fundraising	0	0	0	550	550	950	-400
<b>Total Revenues</b>	<b>6,473</b>	<b>4,778</b>	<b>11,252</b>	<b>1,064</b>	<b>12,316</b>	<b>12,384</b>	<b>-68</b>
Certificated Salaries	1,676	1,106	2,782	0	2,782	2,977	194
Classified Salaries	1,643	935	2,578	829	3,407	3,504	97
Employee Benefits	824	512	1,336	241	1,577	1,531	-47
Books and Supplies	263	154	417	32	449	404	-45
Food Services	296	217	513	1	515	515	0
Operating and Housekeeping	174	126	300	0	300	300	0
Professional Services	259	161	421	198	619	435	-184
Other Operating Expenses	103	70	173	56	229	229	0
Facility Fee	425	394	819	0	819	819	1
Leases and Repairs	90	112	202	1	204	204	0
Network Support Fee	888	656	1,543	0	1,543	1,496	-47
Miscellaneous Expenses	60	0	60	1	61	61	0
<b>Total Expenses</b>	<b>6,701</b>	<b>4,443</b>	<b>11,144</b>	<b>1,361</b>	<b>12,505</b>	<b>12,474</b>	<b>-31</b>
<b>CINA</b>	<b>-228</b>	<b>336</b>	<b>108</b>	<b>-296</b>	<b>-189</b>	<b>-89</b>	<b>-99</b>

## Changes from FY25 Budget (June Version)

- Updates in revenue due to grant classification and funding formula changes result in a 5% net decrease.
- Expenses are close to flat - a few reduced roles are offset by increased contracts expectations.
- Projected negative CINA has worsened by about \$100,000 on the basis of these changes, still within what we'd recommend as acceptable and on the path to sustainability.



# Tennessee FY25 Budget Summary

Total TN Region	FY25 Budget (August Version)					FY25 Budget (June Version)	Variance	
	RNNE	RUA	RDCP	Total TN Schools	TN Nest	Total TN Region		
(\$000s)								
<b>Enrollment</b>	<b>450</b>	<b>500</b>	<b>490</b>	<b>1440</b>	<b>0</b>	<b>1440</b>	<b>1440</b>	<b>0</b>
Federal Revenue	1,035	1,014	932	2,981	0	2,981	2,981	0
State	8,587	8,416	7,732	24,734	0	24,734	24,900	-166
Other Local Revenues	18	17	16	50	0	50	50	0
Int Transfers/Network Support Fee	0	0	0	0	1,323	1,323	1,331	-8
Grants and Fundraising	0	0	0	0	325	325	462	-137
<b>Total Revenues</b>	<b>9,639</b>	<b>9,447</b>	<b>8,679</b>	<b>27,765</b>	<b>1,648</b>	<b>29,413</b>	<b>29,725</b>	<b>-311</b>
Certificated Salaries	1,990	1,799	1,799	5,587	0	5,587	5,655	67
Classified Salaries	1,822	1,819	1,489	5,129	901	6,030	5,659	-371
Employee Benefits	1,273	1,187	1,040	3,500	203	3,703	3,797	94
Books and Supplies	471	412	317	1,200	46	1,246	1,241	-6
Food Services	405	397	365	1,166	0	1,166	1,166	0
Operating and Housekeeping	194	279	234	706	0	706	706	0
Professional Services	1,085	816	1,008	2,909	329	3,238	3,241	2
Other Operating Expenses	174	177	111	462	193	655	651	-4
Facility Fee	575	505	895	1,975	44	2,020	2,020	0
Leases and Repairs	194	189	158	541	60	601	629	27
Network Support Fee	1,378	1,351	1,241	3,969	0	3,969	3,994	25
Miscellaneous Expenses	10	2	-	12	7	19	19	0
<b>Total Expenses</b>	<b>9,572</b>	<b>8,932</b>	<b>8,655</b>	<b>27,158</b>	<b>1,783</b>	<b>28,942</b>	<b>28,777</b>	<b>-165</b>
<b>CINA</b>	<b>67</b>	<b>515</b>	<b>24</b>	<b>607</b>	<b>-135</b>	<b>472</b>	<b>948</b>	<b>-476</b>

## Changes from June Version

- Revenue decrease is due to the sunsetting of a summer school grant and an accrual decision for a multi-year donation.
- As expected - staffing increases required due to Multi-Lingual and ISE compliance issues add new new expenses. Partially offset by reduced benefits costs.
- Regional CINA is 1.6% of revenue, slightly less than 2% target, though positive cash flow will be higher with multi-year grant payment.

# DC FY25 Budget Summary

Total DC Region	FY25 Budget (August Version)						FY25 Budget (June Version)	
<i>(\$000s)</i>	RISE	RLP	RIC	Total DC Schools	DC Nest	Total DC Region	Total DC Region	Variance
<b>Enrollment</b>	<b>386</b>	<b>542</b>	<b>350</b>	<b>1278</b>	<b>0</b>	<b>1278</b>	<b>1440</b>	<b>-162</b>
Federal Revenue	943	1,325	856	3,124	0	3,124	3,246	-122
State	10,829	15,124	9,080	35,033	0	35,033	39,325	-4,292
Other Local Revenues	98	127	73	298	0	298	305	-8
Int Transfers/Network Support Fee	0	0	0	0	1,516	1,516	1,606	-90
Grants and Fundraising	200	200	200	600	700	1,300	1,300	0
<b>Total Revenues</b>	<b>12,070</b>	<b>16,775</b>	<b>10,209</b>	<b>39,054</b>	<b>2,216</b>	<b>41,270</b>	<b>45,782</b>	<b>-4,511</b>
Certificated Salaries	2,064	2,624	1,835	6,523	0	6,523	6,210	-313
Classified Salaries	1,838	2,418	1,475	5,730	491	6,220	7,477	1,256
Employee Benefits	762	987	644	2,393	74	2,466	2,943	476
Books and Supplies	324	372	254	949	38	987	993	7
Food Services	306	422	273	1,001	6	1,007	1,077	69
Operating and Housekeeping	438	378	497	1,313	3	1,316	1,316	0
Professional Services	3,213	4,103	2,511	9,828	129	9,956	12,039	2,082
Other Operating Expenses	167	172	163	502	178	680	680	0
Facility Fee	1,865	1,825	2,978	6,668	72	6,740	6,740	0
Leases and Repairs	338	302	209	849	44	893	744	-149
Network Support Fee	1,408	1,954	1,187	4,549	0	4,549	4,818	269
Miscellaneous Expenses	1	3	-	4	0	4	4	0
<b>Total Expenses</b>	<b>12,723</b>	<b>15,558</b>	<b>12,026</b>	<b>40,307</b>	<b>1,035</b>	<b>41,342</b>	<b>45,040</b>	<b>3,698</b>
<b>CINA</b>	<b>-653</b>	<b>1,217</b>	<b>-1,817</b>	<b>-1,253</b>	<b>1,181</b>	<b>-72</b>	<b>742</b>	<b>-814</b>

## Changes from June Version

- Substantial reduction in enrollment target results in a \$4.5mm decrease in overall revenue.
  - Net effect after Appletree passthrough is reduced is closer to \$2.5mm.
- The region has already identified reductions to offset include \$500,000 in salaries and benefits at regional Nest, \$800,000 in school salaries and benefits.
  - We continue to explore our options for non-compensation reduction, but contracts and salary expenses are tough to walk back in August.
- Overall reduction in projected CINA of about \$800,000, down to a slight negative.
  - Opportunities to exceed based on further expense savings or enrollment overperformance are still being reviewed.

# RPS Texas Updates - Changes to our Baseline (Absent Enrollment Change)

## Baseline Shifts:

1. Reduced interest expense projection (-\$132k expenses)
2. Reduced benefits projections (-\$209k expenses)
3. Updated revenue model to latest state estimates (+\$600 per pupil in state and federal sources, +\$580k in revenue)
4. Added depreciation and other non-cash expenses to better reflect state net income calc (+687k in non-cash expenses)

## Changes in Staffing:

- We've paused on two school based roles based on how class schedules came together (\$118k savings)

## Current Perspective:

- June board budget was for a \$561k CINA (without depreciation), 1.02 loan coverage
- Our updated baseline was a \$704k CINA (1.391mm without depreciation), 1.66



# Updated Revenue Projections

Based on Week 1 enrollment, attendance, and pipeline trends, we are lowering our projections for overall enrollment and ADA for the year and accordingly projecting revenue to **decrease by nearly \$2mm**.

	Original	August Revision	Change
Maximum Enrollment	1064	856	-208
Funded ADA (PK = 0.5)	889	700	-189
State Revenue	\$10,387,569	\$8,672,542	-\$1,715,027
Federal Revenue	\$1,370,979	\$1,110,840	-\$260,139
Total Public Revenue	\$11,758,548	\$9,783,382	-\$1,975,166

Our other key revenue variable is **philanthropy**. The original budget was reliant on the original \$2.9mm fundraising goal for the year still holding true - a steeper mountain in spite of recent data.

Most recent analysis by the Rocketship National Development shows that the region does not currently have the necessary pipeline to reach the \$2.9m goal putting RPS Texas significantly “off-track” to reach its fundraising goal.



# RPS Texas Budget Scenarios

		Base Case	Enrollment Reduction Only	Enrollment and Philanthropy Reduction
<b>Revenues</b>				
	State revenues	\$10,921,115	\$8,672,542	\$8,672,542
	Federal revenues	\$1,410,767	\$1,110,840	\$1,110,840
	Donations & grants	\$2,890,000	\$2,900,000	\$1,500,000
	<b>Total revenues</b>	<b>\$15,221,882</b>	<b>\$12,683,382</b>	<b>\$11,283,382</b>
<b>Expenses</b>				
	Certificated salaries	\$3,925,703	\$3,595,384	\$2,963,481
	Classified salaries	\$2,308,790	\$1,835,748	\$1,226,098
	Employee benefits	\$1,497,450	\$1,312,614	\$1,026,958
	Books and supplies	\$799,680	\$627,559	\$627,559
	Food services	\$620,523	\$488,601	\$488,601
	Services and other operating expenses	\$1,704,100	\$1,528,653	\$1,528,653
	Travel and conferences	\$93,616	\$60,676	\$60,676
	Dues and insurance	\$98,940	\$59,364	\$59,364
	Rental, leases and repairs	\$515,475	\$497,115	\$497,115
	Facility fee + interest/principal	\$1,228,139	\$1,228,139	\$1,228,139
	Depreciation expense	\$632,784	\$632,784	\$632,784
	Management fee - national	\$1,092,111	\$867,254	\$867,254
	<b>Total expenses</b>	<b>\$14,517,312</b>	<b>\$12,733,890</b>	<b>\$11,206,682</b>
	<b>Change in Net Assets (CINA)</b>	<b><u>\$704,570</u></b>	<b><u>-\$50,508</u></b>	<b><u>\$76,700</u></b>

We are working with the board and leadership of the Texas region to determine the magnitude of revenue reduction to plan for and concomitant expense offsets to approve by end of month.

While we want to be optimistic about fundraising, recent data makes a hard goal harder, and mid-year cuts would have to be twice as deep to achieve the same savings.

We have provided the Texas region with a budget adjustment that would enable the Rocketship model to effectively and leanly operate at the schools, while reducing the fundraising target by nearly 50%. We are hopeful that the region strongly considers this budget, however, this is a RPS TX decision.

# Updated National Network Support Fee Projections

Updates 8/12:	June Budgets		August Revisions			
Region	Enrollment (Funded)	National Fee	Enrollment	National Fee	Fee Change	Notes
CA	6,658	\$13,272,013	6,560	\$13,322,383	50,371	Increased grant revenue recognition means regional revenue is slightly up despite 1.5% reduction in ADA target.
DC	1,430	\$3,211,777	1,278	\$3,032,698	-179,079	Planned enrollment reduction changes fee
TN	1,440	\$2,662,800	1,440	\$2,645,525	-17,275	Small changes in per-pupil revenue projections reduce revenue and fee calcs
WI	780	\$997,333	780	\$1,028,667	31,333	Correcting a grant from private to federal made it fee eligible.
TX	889	\$1,038,757	700	\$867,000	-171,757	Planned enrollment reduction changes fee
<b>Totals</b>	<b>11,197</b>	<b>\$21,182,680</b>	<b>10,758</b>	<b>\$20,896,273</b>	<b>-286,407</b>	

- While there is still fluidity in final enrollment numbers, August budgets capture our best knowledge of final school enrollment.
- Given enrollment projections, we recommend reducing our contingency from 10% to 5% (eg increasing budgeted revenue by \$1mm) - still maintaining a \$1mm fee contingency between what regions are budgeting to pay and what we are budgeting to receive to account for a further enrollment miss or other scenarios.

# Recommendations for NeST Compensation

Rating Category	Percent of Evals to Date	Scenario A: 0 to 4	Scenario A+: 0 to 5	Scenario B: 0 to 5	Scenario C: 0 to 6
Below Expectations	1%	0	0	0	0
Approaching Expectations	3%	1%	1%	1.25%	1.5%
Meets Expectations	28%	2%	2%	2.5%	3%
Above Expectations	53%	3%	3+%	3.75%	4.5%
Exceeds Expectations	15%	4%	4+%	5%	6%
Weighted Average Raise		2.78%	3.00%	3.47%	4.17%
Cost of Increase		\$368,525	\$398,130	\$460,657	\$552,788
Promotions Costs (10% for 10%)		\$132,710	\$132,710	\$132,710	\$132,710
Total Comp Change		\$501,235	\$530,840	\$593,367	\$685,498
CINA After Comp Change		\$ 600,971	\$ 571,367	\$ 508,840	\$ 416,708

Following uncertainty in June, all national and regional NeST employees have been paused at 23-24 compensation until better data was available.

We are now recommending Scenario A+ for staff: baseline increases of 1 to 4% based on evaluation scores, with flexibility for managers to improve raises for the highest performers, within a total allocation of 3% of team comp.

We are also budgeting for 10% of national staff (up to 12) to be promoted at an average adjustment of 10% of comp.



# Updated National NeST Budget

Using updated fee estimates, new NLT non-comp projections, and a 4% compensation increase assumption (3% average raise + 1% for promotions and adjustments), CINA improves to \$583,000.

<b>Revenues</b>	FY25 Budget (June Board Adopted)	August Budget Revisions	Notes
Other Local Revenues	\$ 1,500,000	\$ 1,500,000	
Internal Transfers/Network Support Fee	\$ 19,030,313	\$ 19,851,460	Fees in August Revisions at 95%
Grants and Fundraising	\$ 3,250,000	\$ 3,250,000	Based on commitments and strong prospects
<b>Total Revenues</b>	<b>\$ 23,780,313</b>	<b>\$ 24,601,460</b>	
<b>Expenses</b>			
Salaries (Baseline)	\$ 14,728,103	\$ 15,258,943	June baseline plus 3%
Employee Benefits	\$ 2,356,497	\$ 2,675,394	Hold at 16% of salary
Books and Supplies	<b>\$ 1,056,518</b>	\$ 723,496	Based on NLT Budget Work
Food Services	\$ 9,170	\$ -	
Operating and Housekeeping	-	\$ 18,706	
Professional Services	<b>\$ 3,056,471</b>	\$ 2,924,788	
Other Operating Expenses	<b>\$ 1,545,912</b>	\$ 1,775,612	
Leases & Repairs	\$ 117,009	\$ 117,009	
Miscellaneous Expense	<b>\$ 887,500</b>	\$ 600,000	
<b>Total Expense</b>	<b>\$ 23,757,180</b>	<b>\$ 24,093,949</b>	
<b>CINA</b>	<b>\$ 23,133</b>	<b>\$ 507,511</b>	

Call for a motion to:

Approve the Revised 2024-25 Budget as recommended by the Rocketship Business Committee



# Action Items: Finance - Review and Approval

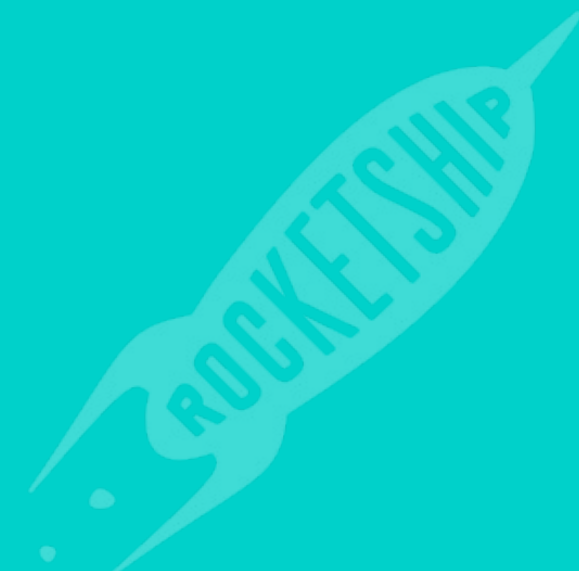
## 6. Action Items: Finance - Review and Approval

- A.** Approve Revised Rocketship Fiscal Policies as recommended by the Rocketship Business Committee
  
- B.** Approve Resolution #2024-05 to Authorize Transition of 403(b) Vendor



Action Items: Finance

Approve Revised Rocketship Fiscal Policies



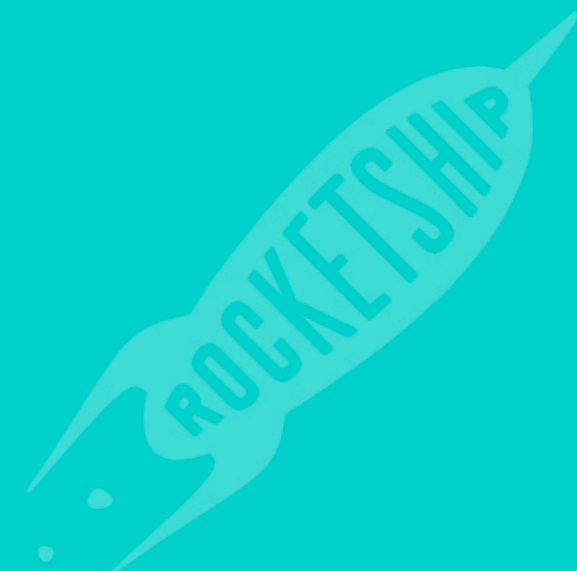
# Minor Amendments to Fiscal Policies Manual

1. Clarifying that the payment approval matrix applies to checks, wires, and other transfers outside of the company
2. Confirming that Rocketship does not make purchases of equipment that meet the capital threshold with federal funds.
3. Updating the mileage reimbursement section to match IRS guidance
4. Clarifying travel per diem and approval requirements



Action Items: Finance

6B. Approve Resolution #2024-05 to  
Authorize Transition of 403(b) Vendor



## Goal:

To enhance administrative support and participant experience, provide greater investment flexibility, ensure fee transparency, and offer more educational sessions to raise awareness about the Rocketship 403(b) Plan, and the advantages of retirement savings for employees who are not covered by state pension plans. Moreover, alongside the vendor change, there is an opportunity to introduce a 457(b) option for C-suite employees and potentially increase the annual employer's contribution match to the 403(b) Plan.

## Fiscal Impact:

- The recordkeeping fee methodology at Fidelity would be 0.21% of plan assets per year, which is lower than Principal's current fee of 0.30%.
- The cost is estimated to be about \$48,000 annually, and will be borne by the plan participants.
- The additional option of a 457(b) plan, administered through a Third Party Administrator, cost is expected to be approximately \$2,235, which Rocketship will initially cover as there will not be enough assets to absorb this expense at the outset.



## Current Audit Process of 403 (b) Accounts with Principal:

- Annual CLA's 403(b) audit of Rocketship's 403(b) enrollment and participant contributions with Principal
  - Lead by Controllers Derek Chen and Abran Barela
  - Member reports pulled from Principal's system are compared to Payroll deduction records for accuracy
  - Finance and Talent collaborates to validate the information and either manually correct records or send updates to Principal

## What To Expect During Transition to Fidelity:

- Fidelity's team will do a reconciliation to balance the amounts with the files provided from Principal
  - It's very rare to run into asset reconciliation issues when the transfer is between major financial institutions like Principal and Fidelity
- The file extraction and formats are standardized these days which minimizes human error
- Fidelity has done thousands of conversions and has experience working with data from all major providers





# Action Items: CA School Operations - Review and Approval

## 7. Action Items: CA School Operations - Review and Approval

- A.** Approve Rocketship Si Se Puede, Rocketship Alma and Rocketship Brilliant Minds Charter Renewal Petitions
  
- B.** Approve Revised School Council and Committee Policy for California Rocketship Schools
  
- C.** Approve Revised Title IX Policy and Grievance Procedures (CA)
  
- D.** Approve Updated After School Education and Safety (ASES) Program Plans for all CA Schools
  
- E.** Approve Updated Expanded Learning Opportunities Program (ELOP) Plans for all CA Schools

# Action Items: TN School Operations - Review and Approval

## 8. Action Items: TN School Operations - Review and Approval

**A.** Approve Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA) for all TN Schools

**B.** Approve TN Instructional Materials and Library Collection Policy

**C.** Approve TN Student Educational Record Policy

**D.** Approve Applications to TN Authorizers for Material Revisions to Charters of: Rocketship Dream Community Prep, Rocketship Nashville Northeast Elementary, and Rocketship United Academy

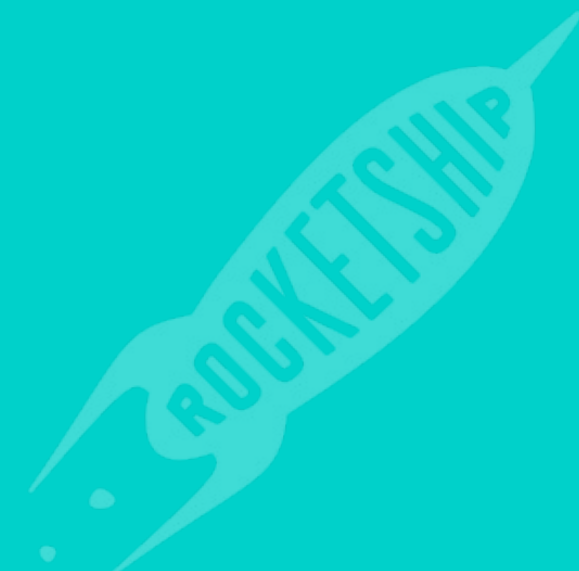
# Protection of Pupil Rights Amendment (PPRA) Notice (TN Schools)

**The Protection of Pupil Rights Amendment (PPRA)** is a federal law that grants parents the rights to restrict their child's participation in surveys, inspect instructional materials, consent to certain physical exams, and manage how their child's personal information is used for marketing.

- Rocketship is required to provide annual notification to families about PPRA and their rights.
- The TN Rocketship Handbook does not include this required notice.
- Upon approval, the PPRA Notice will be provided to families during the 2024-2025 school year and will be formally incorporated into the Student and Parent Handbook for the 2025-2026 school year.



Closed Session



**The Board is in Closed Session.**

**Rocketship Board of Directors Meeting**

**June 13, 2024**



Appendix:  
2023-24 School Achievement Recap & Next  
Steps for 2024-25



# Spring 2025 Regional Goals

Spring 2028 Regional NWEA MAP Top Third Goals		
Region	Math	Reading
CA	43%	40%
DC	22%	26%
MKE	32%	22%
TN	38%	37%
TX	25%	22%
<b>RPS Network</b>	<b>40%</b>	<b>37%</b>

- In order to meet Top Third targets, all regions are projected to require ~1.3 years of growth and ~50% of students meeting their tiered growth targets



# % At/Above 50th: Results with and without DC

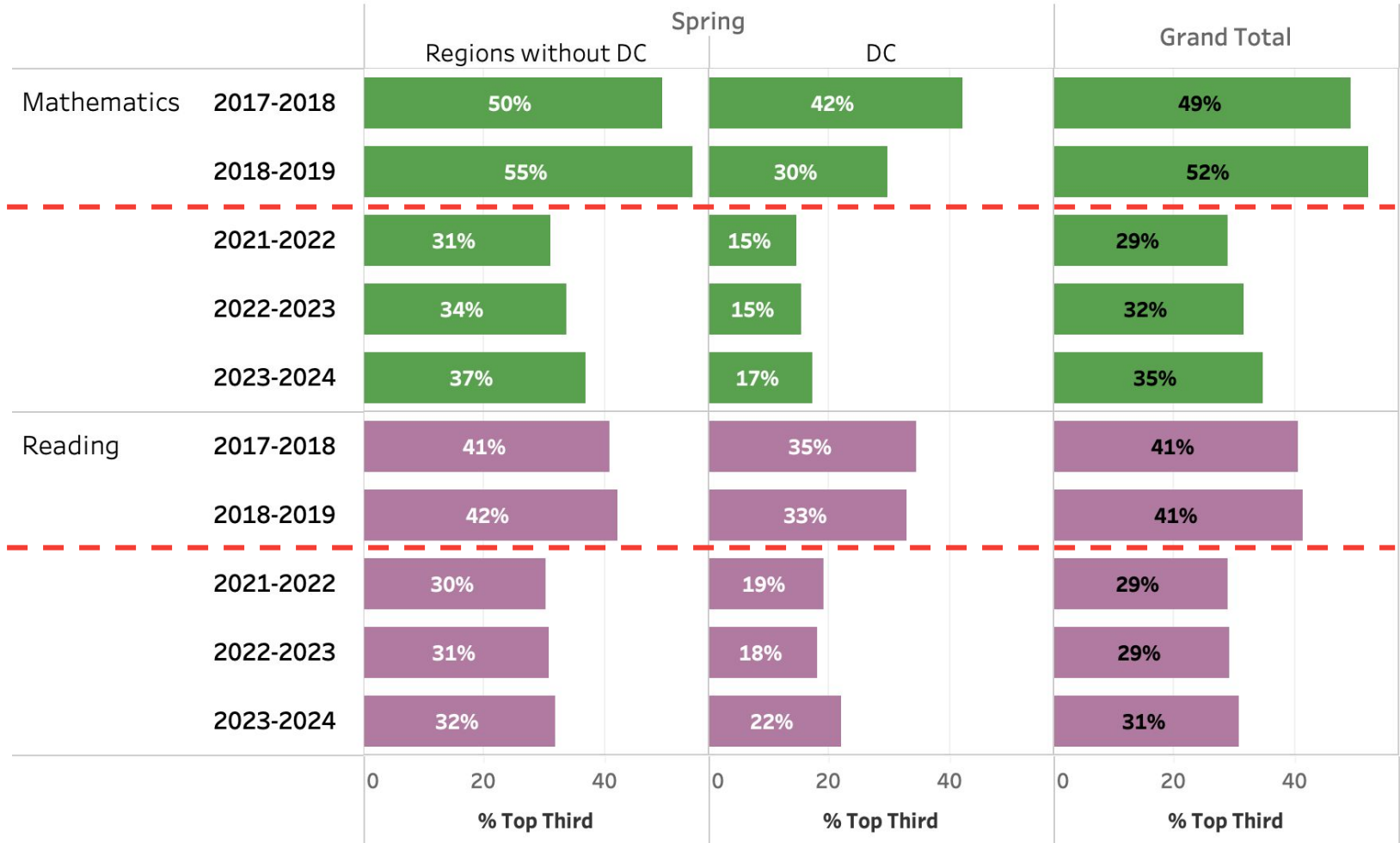
RPS Network: Spring NWEA MAP % At/Above 50th Percentile





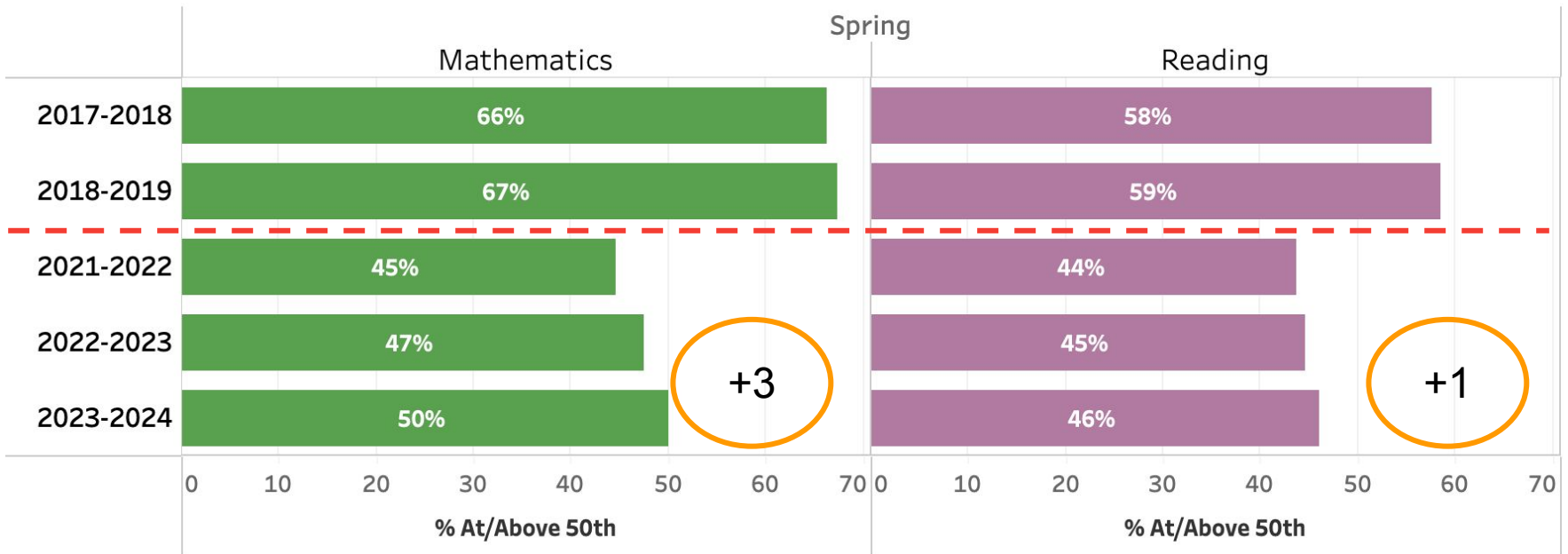
# % At/Above 67th: Results with and without DC

RPS Network: Spring NWEA MAP % At/Above 67th Percentile



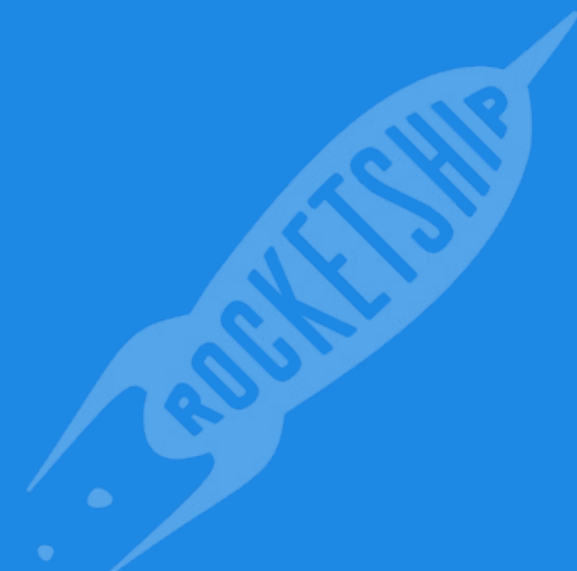
# % At/Above 50th: RPS made NWEA absolutes gains in Math and Reading

RPS Network: Spring NWEA MAP % At/Above 50th Percentile



Dotted red line represents 2019-20 and 2020-21 when Spring testing was disrupted.

# Appendix: Enrollment Update



# Enrollment update as of August 14.

Region	Enrollment Target (BSP = Budgeted Staffing Projection)	Enrollment (as of Aug 14)	% to Enrollment Target
CA	6,560	6,127	93%
DC	1,082	890	82%
TN	1,440	1,388	96%
TX	1,000	812	81%
WI	780	725	93%
RPS	10,862	9,942	91%

