



Wednesday, May 26, 2021

Rocketship Public Schools National Board of Directors Meeting (2020-21 Q4)

Meeting Time: 3:30pm

Webinar link: <https://rocketshipschools.zoom.us/j/82453888506>

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. Please use the webinar's "raise hand" feature to indicate you would like to make a comment. You will be recognized once the public comment time begins, and will be unmuted by the host and permitted to make comment for a duration of up to 3 minutes.

1. Opening Items

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

2. Consent Items

- A. Approve minutes from February 24, 2021 board meeting
- B. Renew appointment of Julia Stiglitz to the Rocketship Education Board of Directors through the end of May 2023
- C. Appoint Julia Stiglitz as the Achievement Committee Chair and as an Executive Committee member, through the remainder of her term on the Rocketship Board
- D. Approve and acknowledge the Second Interim Reports for all California Rocketship schools: Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep
- E. Modify the timeframe of the Ad Hoc Board Nominating Committee to begin in April 2021 and report back to the Board of Directors in April 2022
- F. Adopt the Expanded Learning Opportunities grant application as reviewed and recommended by the Rocketship Business Committee

3. Agenda Items

- A. Public hearing 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
- B. Staff satisfaction and DEI survey

4. Closed Session

- A. Public Employee Performance Evaluation Pursuant to Gov. Code Section 54957: CEO

5. Agenda Items (Contd.)

- A. Public report on actions taken in closed session

6. Adjourn

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

such change.

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

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

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

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

Rocketship Public Schools Board of Directors

Summary of Consent Items - May 26, 2021

Item 2A. Approve minutes from February 24, 2021 board meeting

We held our last Board of Directors meeting on February 24th, 2021, and this agenda item puts forth the minutes from that meeting for approval.

Item 2B & 2C. Renew appointment of Julia Stiglitz to the Rocketship Education Board of Directors through the end of May 2023 & Appoint Julia Stiglitz as the Achievement Committee Chair and as an Executive Committee member, through the remainder of her term on the Rocketship Board

Julia has served on the Board and on the Achievement Committee since May 2019.

Item 2D. Approve and acknowledge the Second Interim Reports for all California Rocketship schools: Rocketship Mateo Sheedy, Rocketship Si Se Puede, Rocketship Los Suenos, Rocketship Mosaic, Rocketship Discovery Prep, Rocketship Brilliant Minds, Rocketship Alma, Rocketship Spark, Rocketship Fuerza, Rocketship Rising Stars, Rocketship Redwood City Prep, Rocketship Futuro, and Rocketship Delta Prep

Some of our California authorizers are requesting that our regular state financial reports be approved by the board. These Second Interim Reports, due each March, are on the current agenda, as this is the first board meeting since the reports were completed and submitted to meet the deadline.

Item 2E. Modify the timeframe of the Ad Hoc Board Nominating Committee to begin in April 2021 and report back to the Board of Directors in April 2022

This item modifies the timeframe of the Ad Hoc Board Nominating Committee to match our nomination cycles this year. The committee did not have any meetings until April 2021. The committee will now meet several times during the year and report back to the board in April 2022.

Item 2F. Adopt the Expanded Learning Opportunities grant application as reviewed and recommended by the Rocketship Business Committee

This item adopts the Expanded Learning Opportunities grant applications for Rocketship California Schools to apply to receive their apportionment from the California Assembly Bill 86 COVID-19 relief package, which included \$4.6 billion for Expanded Learning Opportunities (ELO) Grants. Our ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. The applications were reviewed by the Rocketship Business Committee on May 18 and they have recommended them to the Rocketship Board for approval.

Rocketship Public Schools National Board of Directors Meeting (2020-21 Q3) (Wednesday, February 24, 2021)

Generated by Apoorva Katikaneni on Wednesday, March 10, 2021

1. Opening Items

A. Call to order

At 3:35pm, Mr. Jordan took roll call. With a quorum of Board members present, Mr. Jordan called the meeting to order. Present: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara
Advisors: Peter Philpott

B. Public comment on off agenda items

At 3:37pm, Mr. Jordan called for public comment on off-agenda items. Members of the public were present via Zoom, but no comment was made.

2. Consent Items

A. Approve minutes from December 14, 2020 board meeting

B. Renew appointment of Louis Jordan to the Rocketship Education Board of Directors, as Board Chair, through the end of February 2023

C. Renew appointment of Charmaine Detweiler to the Rocketship Public Schools Board of Directors for a two-year term through the end of February 2023

D. Renew appointment of Deb McGriff to the Rocketship Public Schools Board of Directors for a two-year term through the end of February 2023

E. Create Ad Hoc Schools Reopening Committee, to report back to the Board of Directors in June 2021 and appoint Daniel Velasco, Deb McGriff, Raymond Raven, Yolanda Bernal Samano, and Mike Fox

F. Approve new trustees of the Board of Trustees of Rocketship Education Tennessee, LLC: Alicia Soto and Michelle Doane

G. Approve the School Safety Plan for all Rocketship Schools

H. Adopt the El Dorado Charter Special Education Local Plan Area 2020 Special Education Local Plan, Section B, Certification 5, for all CA Schools

I. Adopt the El Dorado Charter Special Education Local Plan Area 2021-22 Participation Agreement for all CA Schools

J. Approve CliftonLarsenAllen (CLA) as auditor for the fiscal year 2020-21 consolidated audit of Rocketship Education and its affiliated entities, as recommended by the Rocketship Audit Committee

K. Approve the proposed Network service fee deferrals and intercompany short term loan support schedules to CA schools associated with CA CDE cash deferrals in Feb-June 2021, as recommended by the Rocketship Business Committee

At 3:39pm, Mr. Jordan called for a motion to approve consent items. A motion was made by Mr. Stanger seconded by Ms. Samano, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

3. Agenda Items

A. COVID Reflection by Rocketeers & reflections on distance learning tour

At 3:41pm, the board discussed agenda item 3(A). No action was taken.

B. Board updates: CEO, Regional, Board Chair, Committee Chair, Development, and Compliance

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

C. Approve the Rocketship Futuro Academy receivables financing proposal, associated with CA CDE cash deferrals, as recommended by the Rocketship Business Committee

At 4:35pm, the board discussed agenda item 3(C). At 4:44pm, Mr. Jordan call for a motion to approve the Rocketship Futuro Academy receivables financing proposal, associated with CA CDE cash deferrals. A motion was made by Mr. Terman, seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

D. Greenlighting of 2022-23 new regions and schools

At 4:46pm, the board discussed agenda item 3(D). At 5:18pm, Mr. Jordan called for an approval for the Nashville #3 School. A motion was made by Mr. Velasco, seconded by Ms. Nwabara, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

At 5:38pm, Mr. Jordan called for an approval for the Texas Schools #1 & #2. A motion was made by Ms. Slotter, seconded by Mr. Brizard, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

E. Staff satisfaction and DEI Survey

At 5:41pm, Mr. Jordan called for a motion to move agenda item 3(E) to the next Board meeting. A motion was made by Ms. Brizard, seconded by Ms. Nwabara, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

4. Break

At 5:42pm, Mr. Jordan called for a motion to take a break and then move into Closed Session. A motion was made by Mr. Weber, seconded by Ms. Detweiler, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

5. Closed Session

A. Conference with Legal Council — Anticipated Litigation: Significant exposure to litigation pursuant to California Government Code § 54956.9. Number of cases: 1

B. Public Employee Performance Evaluation Pursuant to Gov. Code Section 54957: CEO

6. Agenda Items (Contd.)

At 6:50pm, Mr. Jordan took roll call. With a quorum of Board members present, Mr. Jordan called the open session meeting back to order.

Present: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

A. Public report on actions taken in closed session

At 6:52pm, Mr. Jordan reported that the Board made a unanimous decision to authorize litigation against San Jose Unified School District regarding failure to pay ILPT funds and failure to respond to related records requests. Mr. Jordan then reported out that the board members had each voted as follows:

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Mike Fox, Jean-Claude Brizard, Mai Huong Ho-Tran, Joey Slotter, June Nwabara

N: --

Abstain: --

B. Group discussion with Rocketship Parent Leaders

At 6:54pm, the board and Rocketship Parent Leaders had a group discussion. No action was taken.

Mike Fox and Joey Slotter left the meeting before this agenda item completed.

7. Adjourn

At 7:48pm, Mr. Jordan called for a motion to adjourn the meeting. A motion was made by Mr. Brizard, seconded by Mr. Velasco, and carried unanimously by roll call vote.

Y: Louis Jordan, Alex Terman, Charmaine Detweiler, Greg Stanger, Ray Raven, Julia Stiglitz, Yolanda Bernal Samano, Ralph Weber, Daniel Velasco, Jean-Claude Brizard, Mai Huong Ho-Tran, June Nwabara

N: --

Abstain: --

Respectfully Submitted,

Apoorva Katikaneni
Senior Compliance Associate
Rocketship Public School

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Sí Se Puede Academy	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$279,375	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$17,322	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$296,697	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Spark Academy	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student. Lastly, ELO funds will allow us to hire a site-based CareCorps Coordinator, who will provide support to families on a wide range of issues, helping to address barriers to student learning outside of school.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$300,875	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$75,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$61,576	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$437,451	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Alma Academy	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$279,742	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$57,904	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$337,646	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Redwood City Prep	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$193,375	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$17,124	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$210,499	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Rising Stars Academy	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student. Lastly, ELO funds will allow us to hire a site-based CareCorps Coordinator, who will provide support to families on a wide range of issues, helping to address barriers to student learning outside of school.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$347,575	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$87,500	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$34,720	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$469,795	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mosaic Elementary	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Lastly, ELO funds will allow us to hire a site-based CareCorps Coordinator, who will provide support to families on a wide range of issues, helping to address barriers to student learning outside of school.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$323,995	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$87,500	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$65,480	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$476,975	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Mateo Sheedy Elementary	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$311,500	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$45,991	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$357,491	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Los Sueños Academy	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$302,258	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$53,841	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$356,099	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Fuerza Community Prep	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$348,226	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$56,578	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$61,250	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$466,053	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Futuro Academy	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student. Lastly, ELO funds will allow us to hire a site-based CareCorps Coordinator, who will provide support to families on a wide range of issues, helping to address barriers to student learning outside of school.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$268,750	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$75,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$29,558	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$52,500	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$425,808	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Discovery Prep	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student. Lastly, ELO funds will allow us to hire a site-based CareCorps Coordinator, who will provide support to families on a wide range of issues, helping to address barriers to student learning outside of school.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$237,260	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$75,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$39,080	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$351,340	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Delta Prep	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student. Lastly, ELO funds will allow us to hire a site-based CareCorps Coordinator, who will provide support to families on a wide range of issues, helping to address barriers to student learning outside of school.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$268,750	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	\$75,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$47,688	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	[\$ 0.00]	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$391,438	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rocketship Brilliant Minds	Julie Gopalan, COVID Response Fellow	jgopalan@rsed.org ; 410-428-8412

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Throughout the pandemic, and particularly as we prepared for reopening our campus, we have deeply engaged our parents, teachers, and school staff. Return to campus thus far has been voluntary for both staff and students/families, so we have developed plans that meet the needs of our various school communities in order to demonstrate a commitment to bringing everyone back safely. We surveyed all school stakeholders multiple times over the course of the year to evaluate their needs, held regular Cafecitos (parent meetings) to collect input and feedback on our approach, and engaged our staff through regular check ins and staff huddles/brown bags. We used all of this information to build our 21-22 COVID recovery plan, which is funded through a combination of Federal ESSER funds, the CA Expanded Learning Opportunities Grant, and the California Community Schools Partnership Program.

A description of how students will be identified and the needs of students will be assessed.

At Rocketship, we believe deeply in the power of assessment to inform what supports, academic and otherwise, students need. We will use data from our current school year and end of year assessments (NWEA MAP) to target student academic needs. We will use this

year's data to inform school-wide academic needs as well as to inform tiered interventions for the 21-22 SY. During the 21-22 SY, we will utilize recurring universal screeners as well as regular formative and interim assessments to determine student growth as well as the success of students in interventions.

As part of our existing MTSS systems, we do a social-emotional/behavior screener three times a year. We will be utilizing this screener both at the end of the 20-21 SY as well as at the start of the 21-22 SY to inform school-wide trends and identify specific students for tiered social-emotional and behavior interventions.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

We have a robust plan to communicate with parents both prior to the beginning of the school year and during the 21-22 school year. Regular communication from network leaders will lay out the broad strokes of our learning program and opportunities for extra support. Communication from principals will add greater detail in writing, and give parents opportunities to ask questions at parent coffee events. We will post all communications in our school Facebook groups, and all communication will be translated into the relevant languages of each school community.

A description of the LEA's plan to provide supplemental instruction and support.

Rocketship's overall COVID relief priorities are as follows:

- Safe and Healthy Schools
- Invest in our current team members
- Effectively Address Unfinished Learning
- Address students increased social-emotional and mental health needs
- Deepen wraparound support for students and families
- Support staff to be successful in a full-time return to daily in-person instruction
- Meet the operational needs to open the 21-22 SY
- Continue to evolve and improve RPS school model

Specifically, ELO funds will be allocated to hiring and supporting additional teachers, tutors, and interventionists to provide an increased amount of targeted academic, behavior, and social-emotional tiered interventions to our students. These additional staff members will supplement the work of our existing staff members.

Furthermore, ELO funds will cover technology and infrastructure upgrades necessary for a 1:1 device program. Rocketship uses a robust suite of online learning tools that provide students with diagnostic assessments and personalized practice, and which feed critical data about student proficiency and progress to our educators who design the personalized learning program for each student.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	[\$ 0.00]	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$312,353	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	[\$ 0.00]	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$92,938	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	[\$ 0.00]	[Actual expenditures will be provided when available]
Additional academic services for students	\$61,250	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	[\$ 0.00]	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$466,541	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We have conducted a detailed analysis of our expenditures against existing funding streams, ELO grant funds, ESSER funds, and California Community Schools Partnership Program (CCSPP) funds to ensure that we have a coordinated accounting of how we are allocating funds to expenses.

In brief, our existing funding streams will focus on funding continuing expenses. ELO grant funds will cover COVID relief priorities associated with expanded academic and intervention staffing and buildout of educational technology resources. ESSER funds will cover expenses associated with preparing our buildings for reopening, the cost of our increased health and safety protocols, and supporting instruction. CCSPP funds will cover wraparound supports for students and families at specific campuses, and across the region.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

20-21 Staff Experience and DEI Survey

May 2021

Rocketship National Board



20-21 Staff Experience

Rocketship invested deeply in our staff in order to tackle the historic change in our schools and communities. We are proud of how we've navigated together to support staff and families this year. Staff feedback shared in our annual survey was at the highest levels we've ever received.

Mission

97% “passionate about RPS mission and values”

92% of staff agree that RPS is prioritizing the right support for students & families

Team

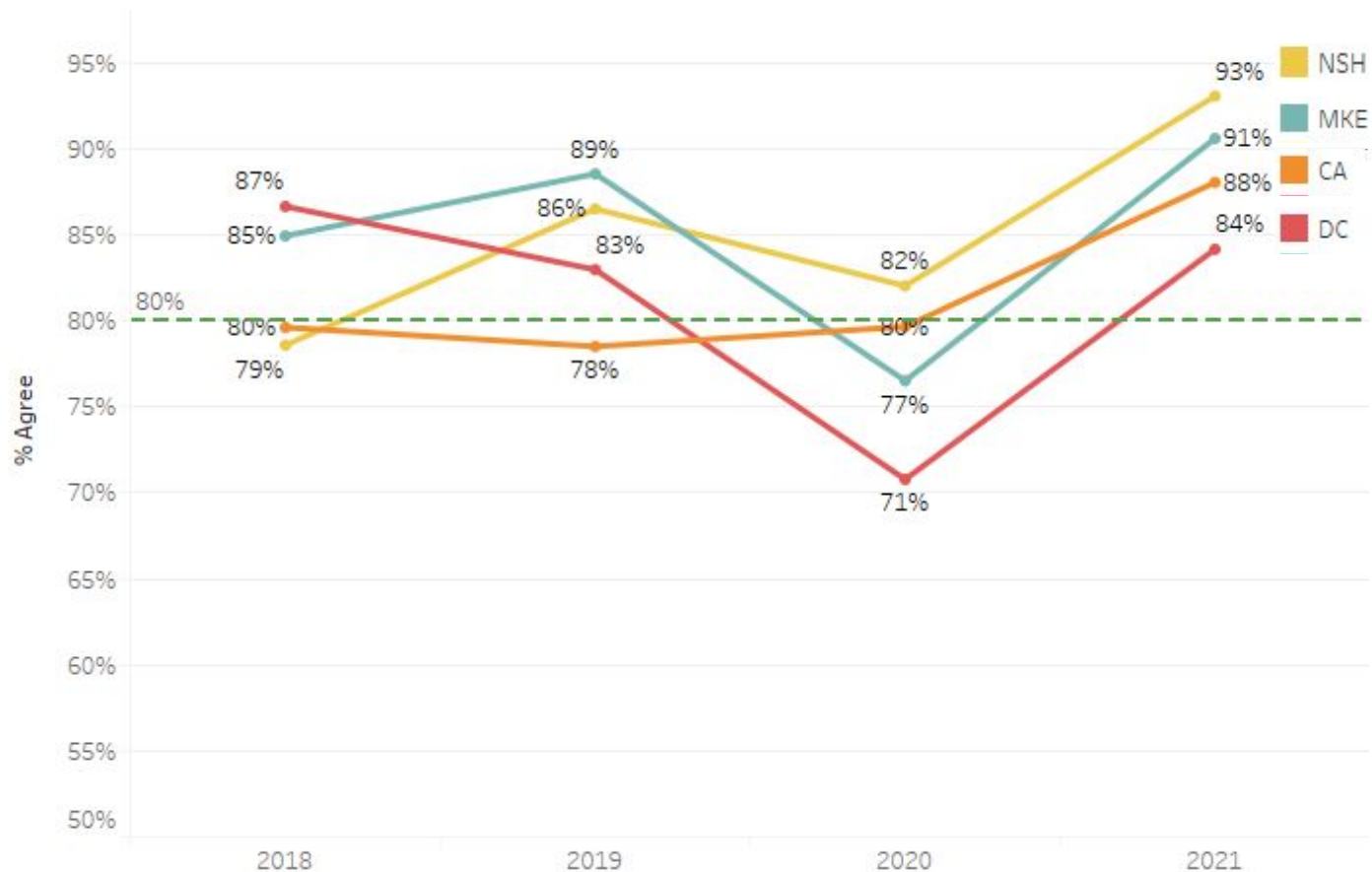
97% agree “people around me are committed to doing excellent work”

Pride

90% of staff are proud to say they work at Rocketship.



Satisfaction by Region: 2018 to 2021



All regions with strong overall satisfaction (above 80% agree)

All regions improved substantially from 19-20

- MKE (+14%)
- DC and NSH (+11%)
- CA (+8%)



Drivers of Improvement in Staff Experience

Trust, Feedback, and Communication: Strong agreement (80%+) and increases in areas we've been historically lower; increases of +14% to +17% in % of staff who “agree”

- Opinions are valued: Staff and family response guided direction in each region on reopening and COVID safety. Staff valued these highly visible processes to solicit and act on feedback.
- Leadership and staff communications and structures for info sharing: Coordinated regional updates supported by national messages; 89% of staff agree “RPS communications during COVID have been effective.”
- Climate of trust and teamwork: Managers and teams invested in staying connected even when virtual. Virtual format facilitated cross-region, and network and school level connection.

Commitment to continuous improvement: Staff appreciated Rocketship's visible commitment to innovate and address challenge areas (e.g. distance learning, DEI)

Providing focused time: planning time in schools, no meeting “work block” for Network Staff, additional well-timed common PTO (“Rest Days”)



Network Culture Embedded in Annual Objectives

Always Important	Quality	Impact	Advocacy	DEI	Culture
5 Year Network Goal (2023)	Schools are in top 10% for socioeconomically disadvantaged students (~ top 25% for <u>all</u> students)	Serve 14,000 Rocketeers through a financial sustainably national network	100 parent power meetings per year	60%+ of leaders represent student racial & ethnic identities	Currently under revision with focus on inclusion
21-22 Network Rallying Cry	Opening the next frontier of excellence through equity, collaboration, and agency				
21-22 Defining Objectives	Re-open in-person learning with an elevated model of excellence.	Open the power structure of our network to create greater agency and accountability in regions and improve efficacy and focus of network support.	Build a more open and inclusive culture that is a great place to be for all Rocketeers.		

2021-22: Building on our Strong Culture while Addressing Shifts

Key Shifts that Impact Culture

- All schools fully back in person
- 16% new positions; most term-limited 2-3 years
- $\frac{1}{3}$ of staff new to Rocketship ~40% staff new in role (depending on role or region especially due to additional roles to address unfinished learning)
- Continued Regionalization
- Deepening of DEI work

Focus Areas

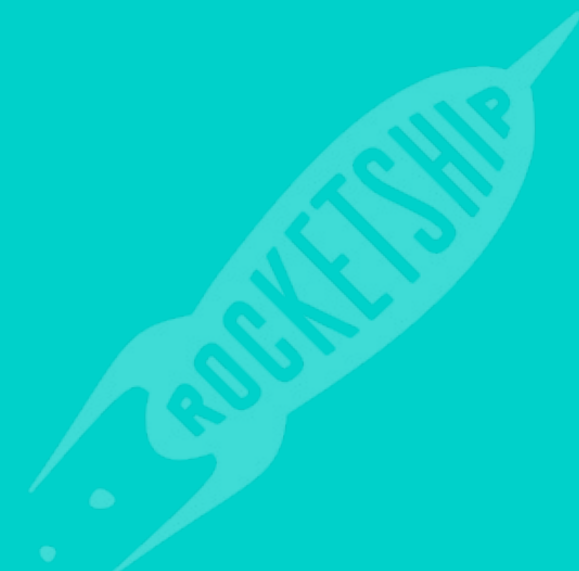
- Appreciating current staff and ensuring strong retention to fuel a strong start to 2021-22
- Further opening and elevating our inclusive culture
- Setting up new staff for success: hiring well and supporting strong entry, onboarding, support, and management
- Investing in development pipelines to support advancement/retention of a representative team
- Monitoring progress early in 2021-22

What risks or opportunities to staff culture should we anticipate?

2021-22: Building on our Strong Culture while Addressing Shifts

Focus Areas	Example investments
Appreciating current staff	<p>Compensation: ensuring teachers at >75%tile and all school staff are highly competitive. Largest increases for hourly staff. Considering need for bonuses by region.</p> <p>Benefits: RPS absorbing \$500/staff increase in premiums (~\$9m total)</p> <p>Rest days: Extending practice of well-timed common days off for self-care/well-being</p>
Build more open and inclusive culture	<p>Decision clarity to open power structure and support regional/national efficacy</p> <p>Integration of DEI leadership competencies into selection and evaluation</p> <p>Committing to/revising culture rituals as appropriate</p> <p>Continuing to elevate transparency in career pathways and selection</p>
Setting up new staff for success	<p>Hiring most staff into existing roles; adding mgmt capacity</p> <p>Adjusting hiring pace based on need and ability to hire well; aligning selection and start date to mitigate impact of school level role transition on strong open</p> <p>Consistent onboarding with content updates (i.e. NeST to schools, manager role)</p>
Development to support advancement/retention	<p>70% of new roles are “pipeline” to teacher or leadership roles--long-term path to impact and continuing to grow our representative team and leaders</p> <p>BA and credential completion support (e.g. Testing and credential subsidy, Rivet for BA, teacher residency/credential path in each region)</p> <p>Invest in Principal (P) and Director of school (DoS) development to drive successful teams and keep management ratios low (DoS to P, AP to hourly staff)</p>
Monitoring progress	<p>Milestones for hiring, onboarding new staff and dashboards to highlight school/team</p> <p>Progress towards representative leadership goals</p> <p>Pulse check surveys with regional/school tailoring in the beginning of the school year</p>

Staff Satisfaction February 2021



Staff Experience and DEI Survey Overview

Questions

- Staff experience survey administered annually at mid-year.
- In 20-21, the survey comprised three sections:
 - “Core Questions” on team and org culture based on Gallup survey on employee engagement
 - COVID check-in questions to learn about staff work experience during the pandemic
 - Employee experience in diversity, equity, and inclusion (DEI) and feedback on Rocketship’s DEI strategy and progress
- Survey is on a scale of 1 (strongly disagree) to 7 (strongly agree)

Participation Rate

- We strive annually for participation to be above 80% to ensure that results are representative of staff sentiment and expect principals and team managers to share back results with staff and network leaders to identify areas of improvement
- 20-21 participation rates:
 - Schools: 84%
 - School Leaders: 85%
 - Network Support Team (NeST): 85%

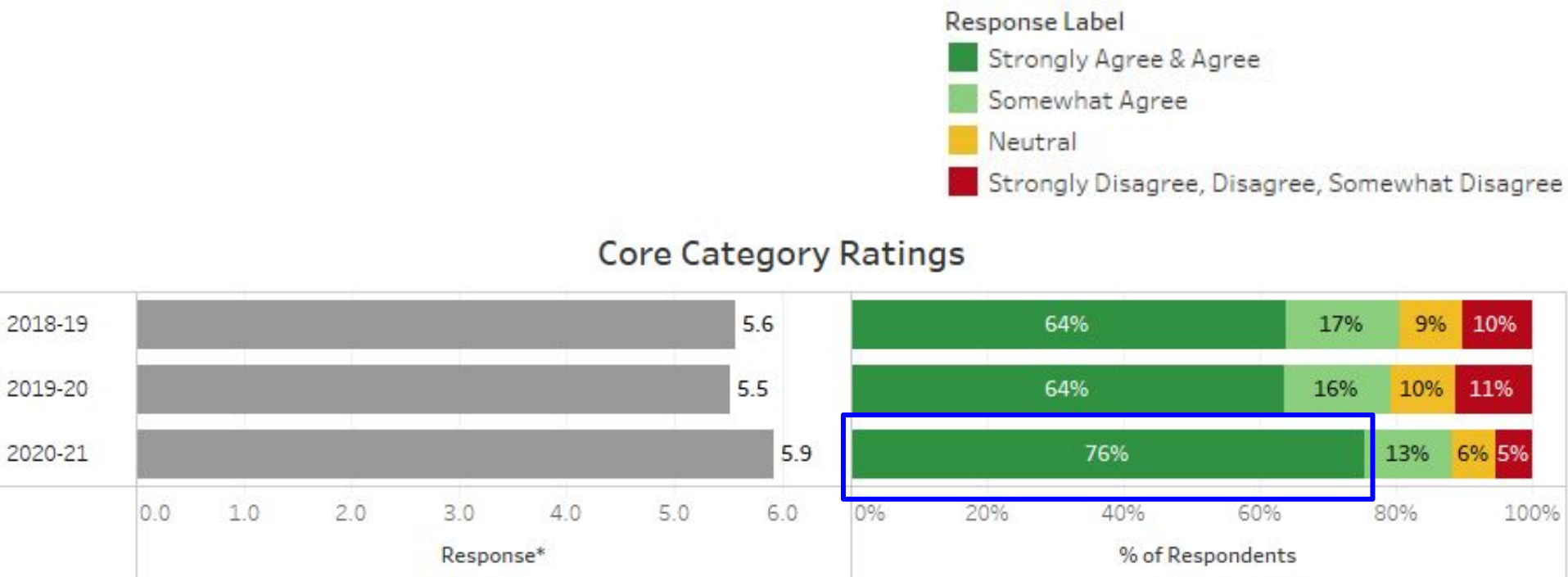


Overview: Staff Satisfaction January 2021

Significant gains in staff satisfaction.

- Average rating on staff satisfaction rose to 5.9 out of 7.0 (+0.4)
- Strong increase in staff who are strongly positive (+13% strongly agree or agree) and drop in staff who disagree (-6%)

In a year of historic change and strains for educators, we're honored that **90% of staff are proud to say they work at Rocketship.**



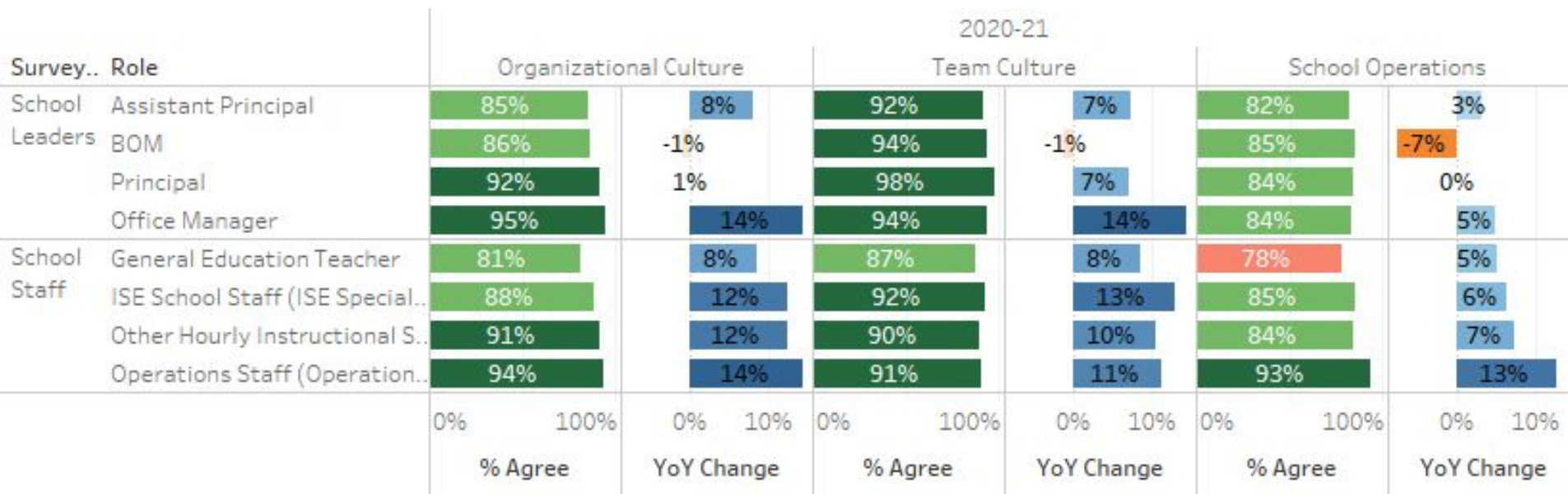
Core Survey: YoY changes by question

- Even higher commitment on our greatest strengths: 97% “passionate about RPS mission and values” and “people around me committed to doing excellent work”
- Strong agreement (80%+) and increases in areas we’ve been historically lower in and investing in: climate of trust and teamwork, structures for info sharing, opinions are valued, leadership and staff communications (increases of +14% to +17% agree)
- Increases in organizational cultural items most correlated with recommend RPS as great place to work; 80% agree (+14%), was 66% last year

Category	Question (group)	2020-21	
		% Agree	YoY Change in % Agree
Organizational Culture	I am proud to tell people that I work at Rocketship Public Schools.	90%	
	I can see myself at Rocketship in the long run.	80%	
	I feel I make a difference here.	91%	6%
	I have confidence that Rocketship is making progress toward achieving our mission.	95%	6%
	I’m passionate about Rocketship’s mission and values.	97%	4%
	I’d recommend Rocketship as a great place to work.	80%	14%
	There is a climate of trust and teamwork across the network.	82%	17%
Team Culture	We have effective structures and practices for sharing information across the network	82%	14%
	I enjoy my day-to-day work.	92%	7%
	I have established strong friendships at Rocketship.	90%	1%
	I have the tools and resources to do my job well.	91%	8%
	In the last 7 work days, I have received recognition or praise.	81%	9%
	My opinions are valued at work.	91%	16%
	School/NeST leadership and staff communicate effectively with each other	87%	16%
	The people around me are committed to doing excellent work.	97%	6%

Overall Ratings by Role

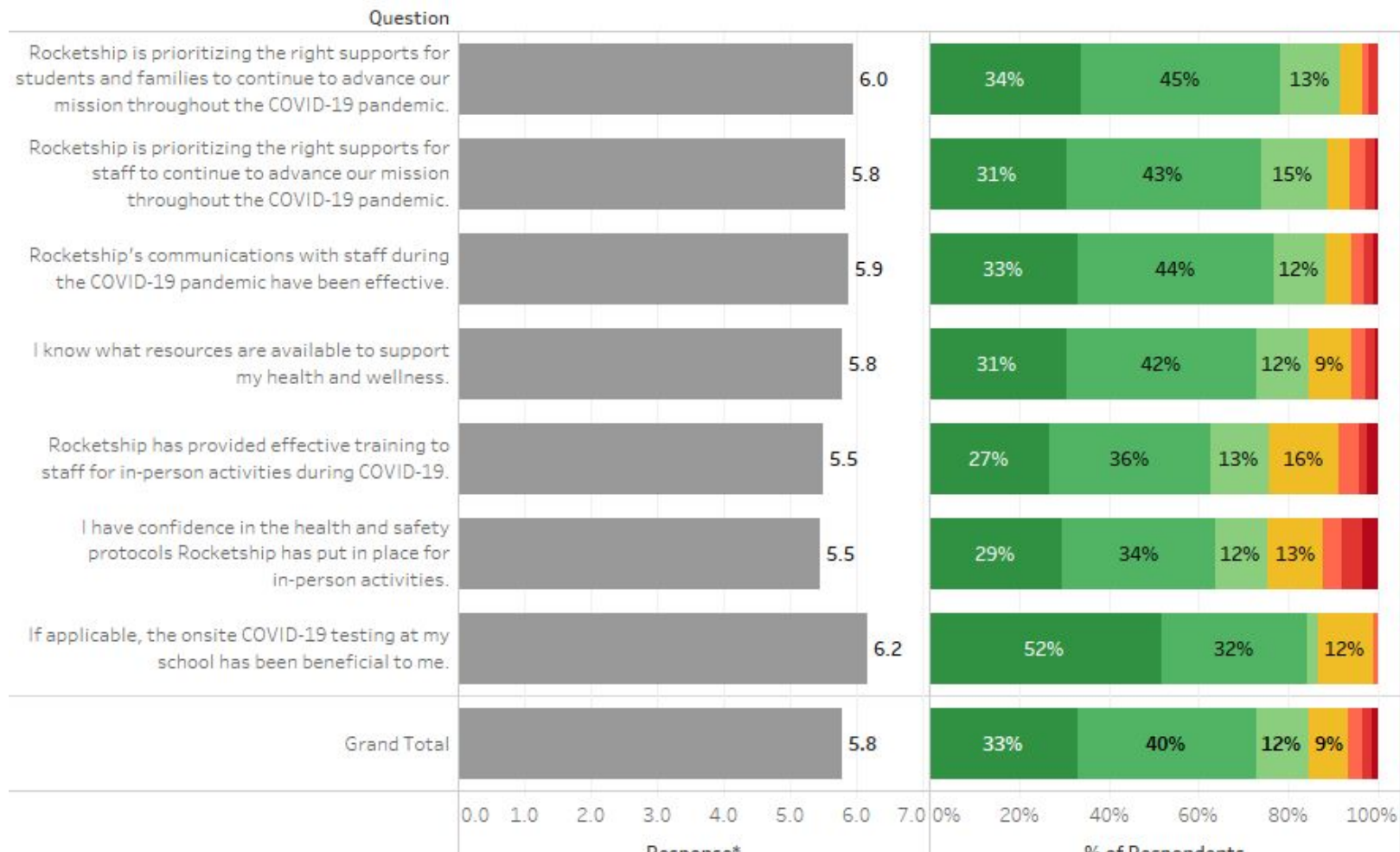
- All roles above 80% agree on team and org culture
- Highest rated roles (>90%): Principals, Office Manager, Ops staff, Hourly Instructional
- Largest Gains: Ops Staff (11-14% all categories), OM (+14% in team and org), Hourly Instructional (10-12% team/org)
- Probes: Gen ed teachers lowest rated (81% org, 78% school ops), BOMs only group to decline (-7% school ops), APs lowest SL group (flagging due to lower historical AP retention)



Covid Overview

We're proud that staff strongly agree with our Covid Response.

- 92% of staff agree that RPS is prioritizing the right support for students & families and 89% agree for staff
- 89% of staff agree that RPS communications during Covid have been effective
- 75% of staff agree that they have confidence in our health & safety protocols; high variance across schools, strongest in schools with in-person services



COVID-Year Key Takeaways and Next Steps

Best Practices and Key Takeaways

Practices NeST teams are using to support a strong virtual culture to share and continue:

- Maintain regular (many said weekly) team check-ins
- Team recognition and celebrations (e.g., birthdays, shout outs)
- Structures to build relationships and “check-in” on topics other than work

Higher confidence with in-person safety protocols with staff groups working on campus

Training protocols and practices put in place for staff who are on campus are paying off. Survey data shows lower confidence with staff groups off campus which might point to anxiety about what is unknown.

Areas to Probe and Next Steps

Access and support for at-home tech and supplies:

NeST and school staff asked for access to equipment and supplies to work from home.

Next steps: 1) Work with the NeST Operations team on a plan to follow up with additional supports for NeST teams and schools.

2) Determine if we are changing expectations for virtual work and being based in our regions for NeST.

Reopening communications: Staff expressed a desire for clearer communication about reopening timelines and reported feeling “in limbo” at times.



School Staff Organizational Culture Themes

Best Practices and Key Takeaways

Positive school/team experiences generate positive perceptions of org culture:

- Staff highlight positive relationships and experiences with their school, managers, and teams as part of a positive overall experience at Rocketship.

Staff appreciate and acknowledge our work for continuous improvement:

- Staff showed appreciation for the ways in which the Rocketship organization strives for continuous improvement and has taken steps to act on growth areas (e.g., DEI, distance learning practices)

Areas to Probe and Next Steps

Feelings of disconnect between NeST teams and school staff, including: Lack of understanding of day-to-day work in schools. Communications from NeST teams can feel **inauthentic or turnkey**. While some NeST teams solicit feedback (e.g., brown bags), school staff **don't feel heard**.

Next steps: Continued investment in decision-making and internal comms. to on regional and school staff input and best practices for closing the loop.

Onboarding: Leverage to help school staff learn more about NeST teams, what they do, and who to contact?

What checkpoints do we have in place to review school priorities/asks of school staff?



NeST Organizational Culture Themes

Best Practices and Key Takeaways

NeST Communications: NeST staff noted improvements in systems for **network-wide** information sharing (e.g., Roundup, leadership voice and transparency on COVID decisions).

Mission Alignment and Continuous

Improvement: Many open field comments shared pride in Rocketship's work and staff commitment to mission. Respondents also acknowledged and appreciated efforts to continuously improve and make progress in areas of feedback in the past (e.g., DEI).

Areas to Probe and Next Steps

NeST Communications: Open field feedback states cross-team comms can be improved. Some teams feel **not looped in or consulted** when they should and others find cross-team comms **inefficient or unclear**.

Next steps: Continued investment in network-wide communication with focus on cross-team structures (e.g., PD on comms and project management, bolster our knowledge management).

Decision-making: Staff expressed a need for more clear and transparent decision-making processes.

Next steps: Continued investment in our decision-making framework. When and how to introduce and implement more broadly across NeST teams?



Background: DEI Survey

- First full network wide status on DEI experience. Response rate of 85% compared to 43% in Dec 2019.
- Questions sourced from 3 research based DEI surveys:
 - Promise 54 - DEI education org whose survey we used previously
 - Tripod: based on Harvard research group
 - Panorama: independent non-profit focused on student and family engagement
- Staff identity markers are based on self-report on this survey: gender, sexual orientation, race
- Reporting results for groups with at least 4 staff



Who did we hear from

DEI survey includes responses from almost 900 staff (85%).

Missing voices of 15% of staff who did not respond to the survey. Also, staff who declined to share their identity (13-24%) may have had concerns about fully sharing their perspective.

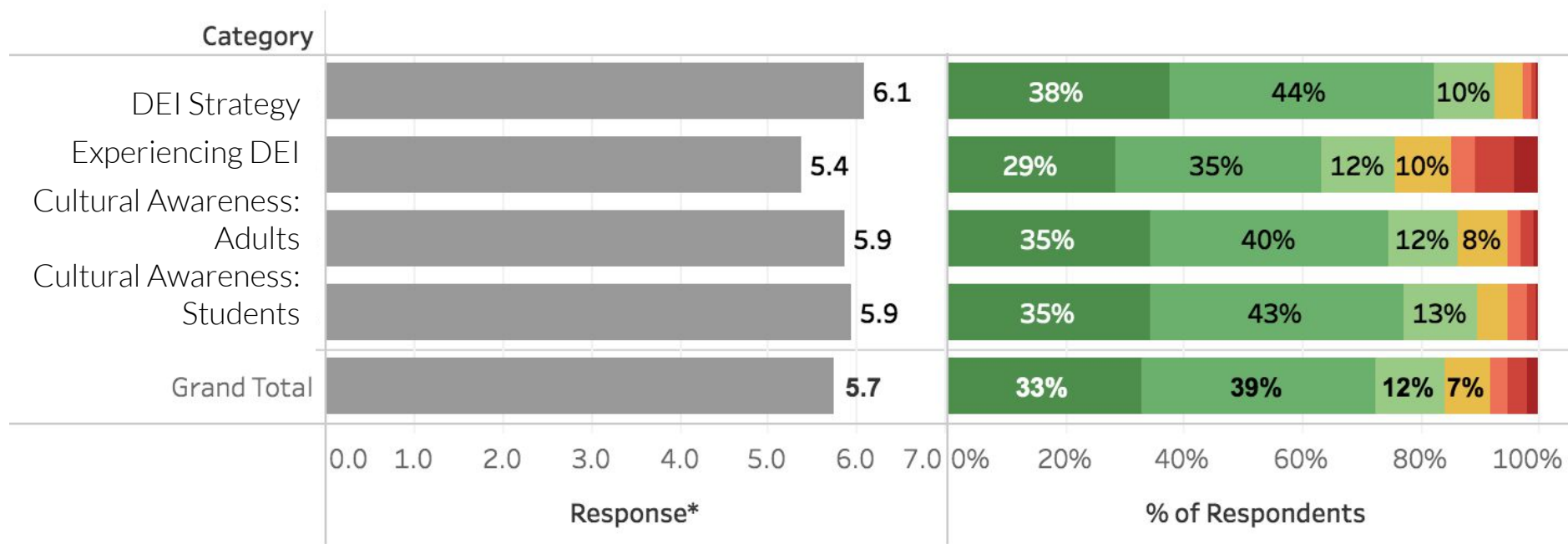
Female	Male	Non-binary	Not Answered			All
606	146	6	113			870
69%	17%	1%	13%			
Asian, Pacific Islander	Black or African-American	Hispanic or Latino	MENASA	Multiple race, ethnicity,	White	Not Answered
79	163	229	16	55	204	122
9%	19%	26%	2%	6%	23%	14%
LGBTQ	Not LGBTQ	Not Answered				
89	572	209				
10%	66%	24%				



DEI Survey Categories

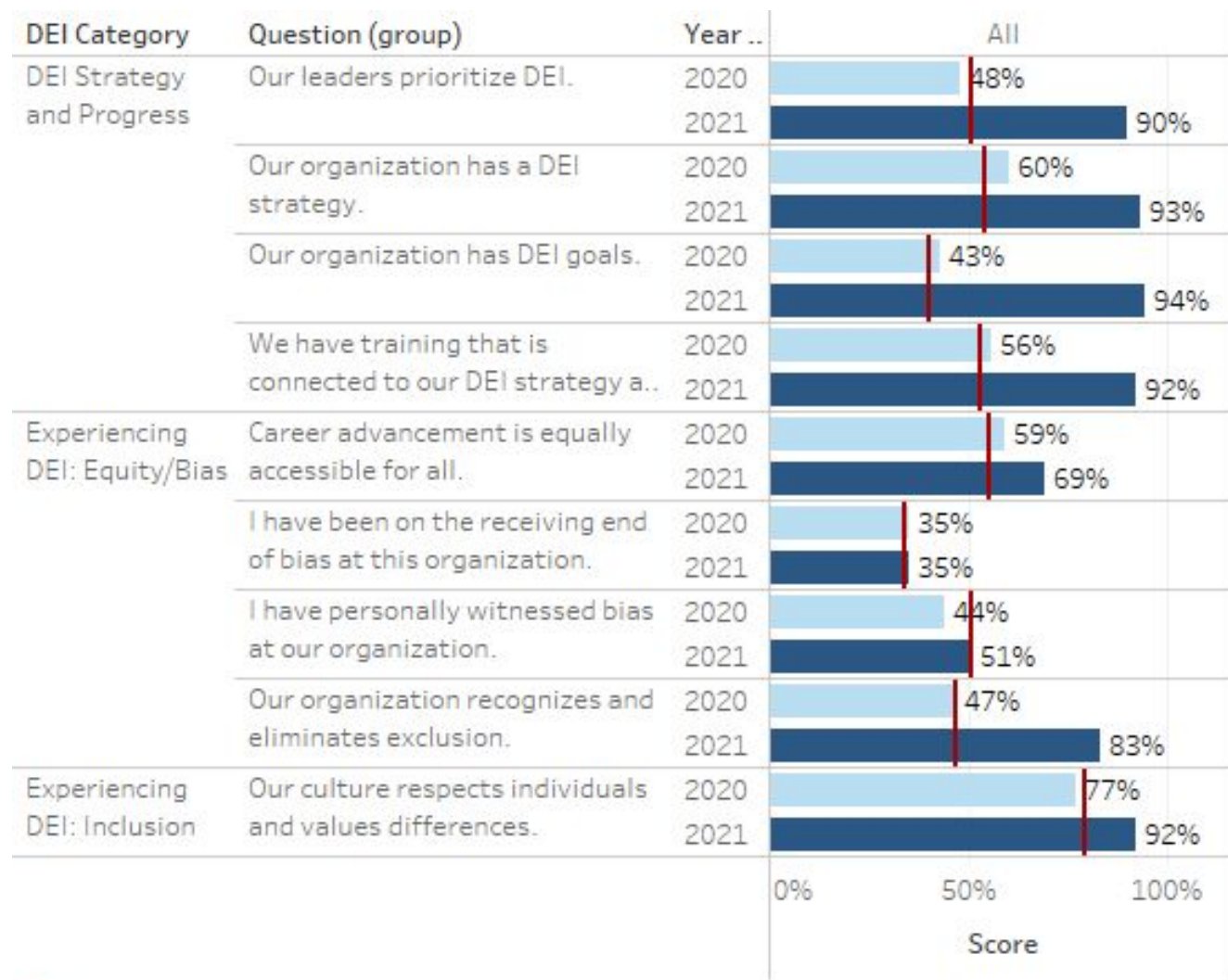
- Strongest responses on DEI Strategy (6.1 out of 7) where we have been invested and communicated network focus the longest.
- Strong responses on Cultural Awareness (5.9) aligned to Culturally Responsive Leadership and Pedagogy introduced in DEI trainings this year
- Most progress needed on Experiencing DEI: strong results on questions related to inclusion; most work needed to address low ratings on equity and bias

2020-21 Avg Score Ratings and Distributions



* For two questions within the Experiencing DEI Category (Qs: "I have experienced bias" and "I have witnessed bias"), response ratings flipped to allow higher ratings to indicate more favorable outcomes to match other questions.

YOY Comparative Questions



Red line reports "School, district, or CMO" comparison average from 2019 Promise54 survey.

DEI Strategy

High agreement (90%+) on DEI strategy and gains relative to last year and comparable orgs, E.g. 90% agree leaders prioritize DEI (+42% over last year)

Experiencing DEI

Strongest response on inclusion (92% agree "culture respects individuals and values differences")
Growth (+35%) on "eliminating bias"

As highlighted in the equity audit, we need to address gaps related to exclusion, bias, and equity in career advancement

DEI Categories by Region and School

- No major regional or school outliers
- DEI survey response by region (high to low): NSH, CA DC, MKE
- Potential bright spots to explore on cultural awareness (adults, students): RFZ (6.3, 6.3) and RLS (6.5, 6.2)

2020-21 Avg Score Ratings: Regions

Region (group)	DEI Strategy and Progress		Experiencing Diversity, Equity, a..		Cultural Awareness - Adult Focus		Cultural Awareness - Student Focus		Grand Total	
	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree
CA	6.1	93%	5.5	77%	6.0	89%	6.0	91%	5.8	86%
DC	5.9	89%	5.4	74%	5.9	86%	5.9	87%	5.7	82%
MKE	5.8	87%	5.3	76%	5.7	83%	5.7	84%	5.6	82%
NEST	6.1	92%	5.1	73%	5.6	81%			5.5	80%
NSH	6.3	95%	5.5	77%	6.0	87%	6.1	92%	5.9	86%
Grand Total	6.1	93%	5.4	76%	5.9	87%	5.9	90%	5.7	84%

Schools

5.7-6.3

5.2-5.9

5.5-6.5

5.6-6.3



DEI Survey Categories by Race

- Black staff: low responses in NeST and MKE and in experiencing DEI category across regions
- Latinx staff at or above average in all survey categories and CA/NSH/MKE/NeST. Low response in DC.

Race/Ethnicity (group)	2020-21							
	DEI Strategy and Progress		Experiencing Diversity, Equity, a..		Cultural Awareness - Adult Focus		Cultural Awareness - Student Focus	
	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree
Asian, Native Hawaiian, or Pacific Islander	6.1	94%	5.4	77%	5.8	85%	5.9	90%
Black or African-American	6.0	93%	5.3	74%	5.7	82%	6.0	92%
Hispanic or Latino	6.2	94%	5.5	81%	6.0	87%	6.1	93%
MENASA (Middle Eastern, North African, Sou	6.1	88%	5.8	77%	5.8	87%	5.8	85%
Multiple or some other race, ethnicity, or ori.	6.0	90%	5.2	71%	5.9	87%	5.9	91%
Null	5.8	86%	5.2	69%	5.6	81%	5.6	83%
White	6.2	95%	5.5	76%	6.0	92%	5.9	89%
Grand Total	6.1	92%	5.4	76%	5.9	87%	5.9	90%



Focus Area: Experiencing DEI

- NeST: materially lower feedback than school leaders and school staff, especially for Black and Asian staff and staff of multiple races
- White SLs and Latinx School staff only groups above 80% agree indicating work on these areas is beneficial across race/ethnicity groups

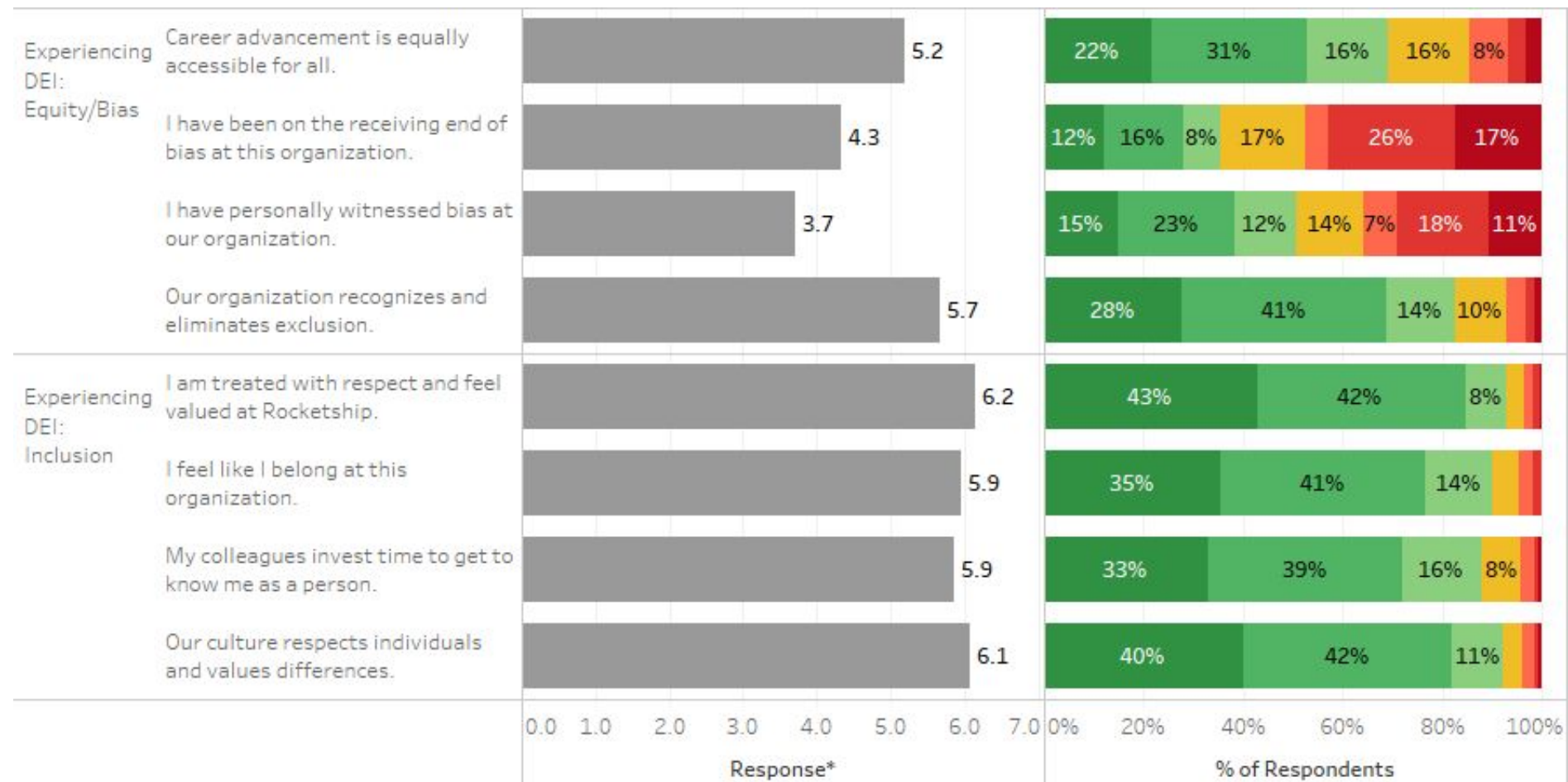
2020-21 Avg Experiencing Diversity, Equity, and Inclusion Rating by Survey Type

Race/Ethnicity (group)	2020-21						Grand Total	
	Experiencing Diversity, Equity, and Inclusion							
	NEST		School Leaders		School Staff		Respons..	% Agree
	Respons..	% Agree	Respons..	% Agree	Respons..	% Agree		
Asian, Native Hawaiian, or Pacific Islander	4.7	74%			5.6	77%	5.4	76%
Black or African-American	4.4	68%	5.0	76%	5.6	74%	5.3	74%
Hispanic or Latino	5.2	77%	5.4	77%	5.6	83%	5.5	81%
MENASA (Middle Eastern, North African, Sou..	6.0	84%			5.6	75%	5.7	77%
Multiple or some other race, ethnicity, or ori..	4.6	56%	4.6	77%	5.5	75%	5.2	71%
Null	5.3	67%	5.4	78%	5.1	68%	5.2	69%
White	5.3	75%	5.6	83%	5.6	76%	5.5	76%
Grand Total	5.1	73%	5.3	78%	5.5	76%	5.4	76%

* For two questions within the Experiencing DEI Category (Qs: "I have experienced bias" and "I have witnessed bias"), response ratings flipped to allow higher ratings to indicate more favorable outcomes to match other questions.

Experiencing DEI

- Strong results on questions related to inclusion with 88%-93% positive response. Open field highlights gaps: sexual orientation, gender, ability.
- Most work needed to address low ratings on equity and bias
 - 36% “on receiving end of bias”, 50% “witnessed bias”
 - 31% disagree “career advancement is equally accessible”



Rocketship Staff on DEI

I appreciate the effort that has been put in this year to improve the quality of DEI at our schools.

The objectives provided have given me a lot to think about and I think it's extremely important to incorporate them in everyday lessons.

There needs to be more accountability on the school level following these sessions to ensure teachers bring the new knowledge into their classrooms.

We need to start discussing more DEI work outside of just race. As students and staff feel comfortable or want to feel comfortable expressing who they are we need to be equipped to support other factors under the DEI umbrella.

DEI is not just about race. But also class, gender etc.

I have personally voiced opinions and thoughts as a person of color and have felt that when another colleague that happens to be white voices them is when something is truly heard.

When I learned about the White Supremacist Culture at our last NeST DEI session I started to see examples of it more and more at Rocketship... Colleagues of color and white colleagues have pointed out those examples and we have discussed them.

I feel that our organization and leadership has really prioritized DEI work this year, Shifting culture and norms is a long process, and I am proud that this work is being put into the forefront. The degree of this shift is palpable.

I'd like to see us expand on the application reviewing our policies with an DEI lens, naming things in meetings and seeing a wider application of it from senior leadership to every team.

I would like for us to make career advancement for equitable for all and provide a clear path for advancement. In addition, I would love for us to appreciate different styles of leadership rather than one type.



DEI Takeaways, Probes and Potential Next Steps

Key Takeaways

RPS prioritizing DEI is felt and appreciated.

Staff value the core concepts from training and want to see greater support for application

- Culturally responsive schools/pedagogy
- Anti-racist culture

Agree race is a critical lens. Staff want to ensure we embrace all identities in future DEI work: LGBTQ, gender (including transgender), diversity of ethnic/racial backgrounds.

Further manager and staff support is needed to recognize and address bias.

- Largest pain points related to career advancement and inclusion (i.e. hearing all voices, accepting different styles/approaches).

Areas to Probe and Potential Next Steps

Incorporate feedback on identities outside race and addressing bias into 21-22 DEI training plans.

Staff appreciate time in affinity groups; consider partnerships or building internal capacity to support.

Integrate approach to culturally responsive pedagogy across parts of the day. Address in annual planning across teams with school staff and SL input.

Continue planned work to support diverse leadership pipelines and invest in staff communications to build awareness and engage staff of color on plans.

As part of equity audit follow-up, launch work to explore “Rocketship Way” and how to elevate it to be more inclusive and realize our goals around representative leadership & retention.

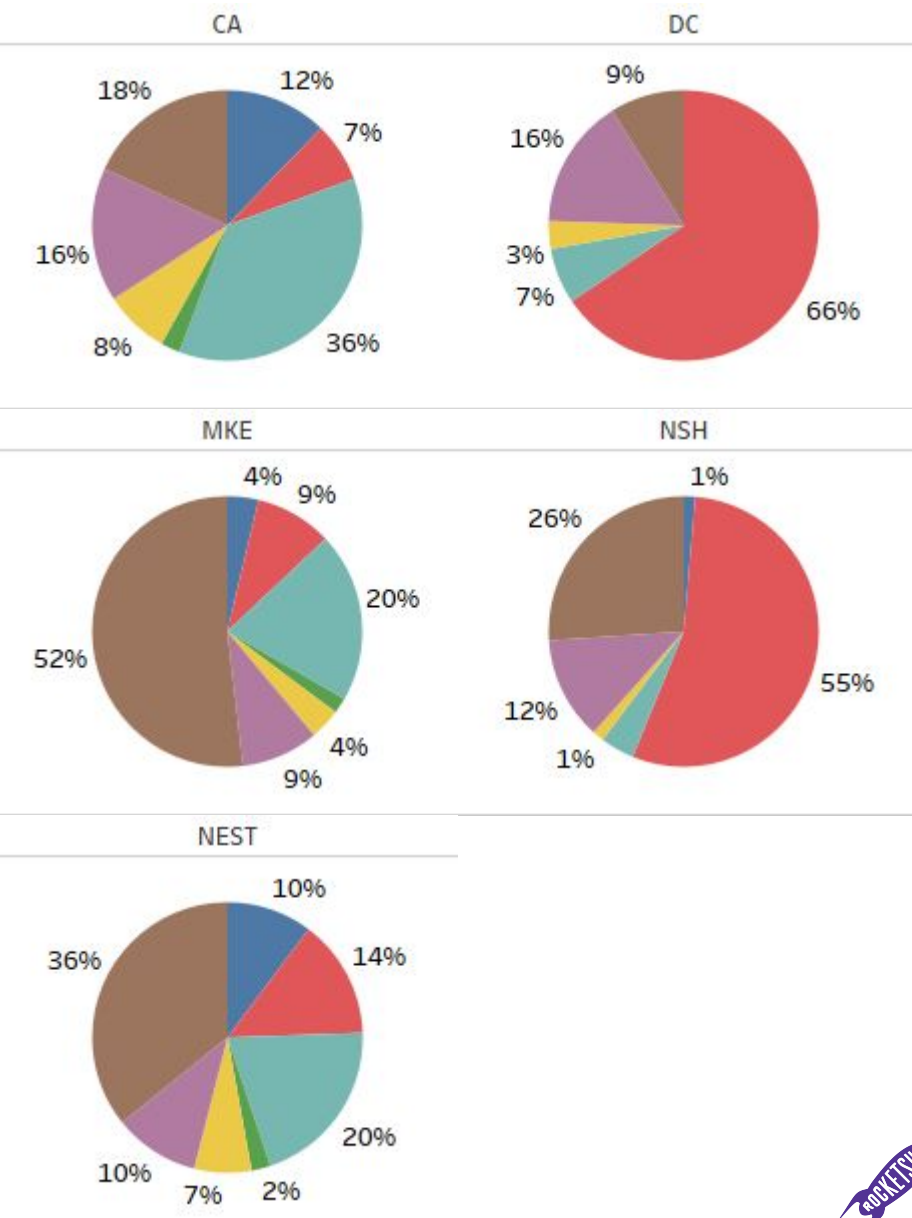
Determine revised Organizational Culture goal.



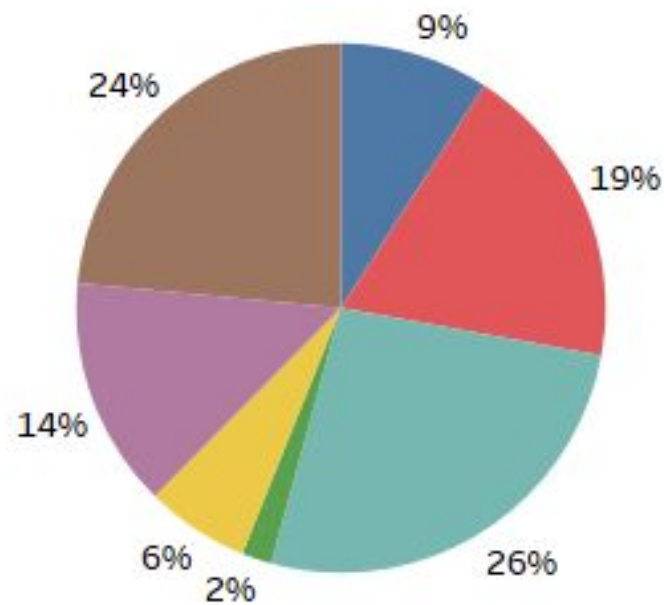
Appendix



RPS Demographics: Race/Ethnicity



RPS Network



Talent/HR's 21-22 Objectives

Includes Talent Recruitment, Talent Development, TOPS, HR, and DEI

WHAT: Annual Team Objectives

Pick **just** 3-5 objectives. They should not be a full list of everything the team is responsible for.

HOW: How will you achieve success?

(Key Results)
~3 measurable milestones which, if achieved, will directly advance the team objective.

Ensure Staffing Needed to Reopen Strong	Promote inclusion of all staff	Enhance transparency and invest in equity	Invest in representative leadership pipeline	Meet regional needs in a scalable ways
Reopen schools with care and appreciation	Redefine the "Rocketship Way" to be more inclusive, de-center from white supremacy culture	Incorporating diverse perspectives, increase transparency and understanding of 1. Evaluations 2. Role levels and promotions 3. Compensation	Build understanding of impact and levers to increase leadership representation; including role of current leaders	Continue cross-team ownership and process alignment on full cycle of talent/HR processes (success measured by NPS)
Create a strong sense of community and belonging and accelerate efficacy through onboarding (NTR, transfers, midyear)	Integrate DEI leadership competencies into selection and performance mgmt	Build in equity checks to core HR/Talent processes	Increase diversity of candidate pool in focus areas (MKE, CA, NeST) and equity in selection in all regions	Design talent/HR policies and resources that can be tailored by region
New roles hired and introduced for transparent and effective hiring and role efficacy	Build understanding of School/Regional/National roles and expectations and guidance on how to get things done in strategic controller model		Invest in PD and development supports (Hrly staff to T, SLs, NeST Staff) for staff of color	Increase awareness and accessibility of HR/talent policies, resources
Deliver manager training and supports with focus on new managers (>5.5 manager feedback, growth F to S)	Set expectations and build capacity to address implicit bias/micro-macro aggressions	Provide confidential complaint line and mediation support	Increase equity and transparency in career advancement opportunities and selection	