



# **Lighthouse**

# **Expanded Learning**

# **Opportunities Program**

# **Plan**

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In accordance with California Education Code (EC) Section 46120(b)(2).

# Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:**

Lighthouse Community Charter Public School

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

1. Lighthouse Community Charter Public School

**Governing Board Approval Date:** 7/27/24

**Review/Revision Date:** 3/25

**Review/Revision Date:** 11/24

Review/Revision Date: 6/26

Pending Governing Board Approval Date: 7/22/2026

## Purpose

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

## Definitions

### **“Expanded learning”:**

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

### **“Expanded Learning Opportunities”:**

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

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

### **Enrichment Element:**

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

### **Off-Site Locations:**

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

## Plan Instructions

### Development/Review of the Plan

#### Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

#### Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

#### Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

### Due Date, Approval, and Posting of the Plan

#### Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

#### Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within

30 days of approval.

## Revisions/Changes

### Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Lighthouse Expanded Learning Program (ELP) is committed to providing a physically and emotionally safe, welcoming, and inclusive environment where students can learn, grow, and thrive. During the regular school year, the program operates on the Lighthouse campus as a seamless extension of the instructional day. Due to ongoing campus construction, the 2026 summer ELP will be hosted at the Lodestar campus, where students will experience the same high expectations for safety, supervision, student support, and program quality. Regardless of program location, the Lighthouse ELP maintains consistent policies, procedures, and practices to ensure every student experiences a safe, supportive, and engaging learning environment.

Lighthouse maintains a secure, ADA-accessible campus with controlled entry points and a fully enclosed perimeter. A dedicated security guard is on campus during the school day and throughout Expanded Learning operations until program dismissal. When off-campus learning experiences are offered, students travel with approved transportation providers under established field trip safety procedures with appropriate adult supervision.

### Alignment with School Safety Systems

Expanded Learning follows the same health, safety, emergency, and behavioral policies as the instructional day, ensuring consistency for students, families, and staff. The ELP Coordinator serves as a member of the school leadership team and collaborates closely with school administrators to implement safety procedures, coordinate emergency

preparedness, and respond promptly to student needs.

### Staff Training and Emergency Preparedness

To maintain a safe learning environment, Expanded Learning staff participate in ongoing professional learning, including:

- CPR and First Aid certification
- Mandated reporter training and Child Protective Services reporting requirements
- Trauma-informed and restorative practices
- Sexual harassment prevention
- Student supervision and emergency response procedures
- Regular emergency drills, including earthquake, evacuation, and lockdown protocols, conducted in coordination with the school

### Student Health and Incident Response

Student health information, emergency contacts, authorized caregivers, and medical needs are maintained within the school's student information system to ensure staff are prepared to respond appropriately when needed. Expanded Learning follows schoolwide incident reporting procedures that include timely documentation, communication with families, and collaboration with school administrators to ensure appropriate follow-up and student support.

### Daily Safety Procedures

The program maintains consistent daily safety practices, including:

- Controlled campus access through a visitor sign-in process
- Required staff identification while on campus
- Student attendance tracking and supervised transitions throughout the program
- Structured sign-out and dismissal procedures to ensure students are released only to authorized individuals or through approved transportation methods
- Transportation assistance, including bus passes when appropriate, to reduce barriers to participation

Through comprehensive safety procedures, ongoing staff training, coordinated emergency planning, and strong collaboration between the school-day and Expanded Learning teams, the Lighthouse ELP provides a physically safe, supportive, and well-supervised environment where students can confidently learn, explore, and thrive beyond the school day.

### **Emotionally Safe & Supportive**

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional

learning.

The Lighthouse ELP provides a safe, inclusive, and relationship-centered environment where every student is known, valued, and supported. Aligned with Lighthouse Community Public Schools (LCPS)'s mission, EL Education model, and Community Schools framework, the program promotes students' social, emotional, physical, and academic well-being by fostering strong relationships, cultivating a sense of belonging, and providing integrated supports that help students thrive.

Expanded Learning staff intentionally create welcoming environments where students develop trusting relationships with caring adults and peers, celebrate their identities and strengths, and experience high expectations paired with meaningful support. Consistent routines, positive behavior supports, and youth development practices help students build confidence, resilience, and a strong connection to their school community.

Social-emotional learning is embedded throughout daily programming rather than delivered solely through stand-alone lessons. Students strengthen communication, collaboration, self-management, empathy, responsible decision-making, and conflict resolution through project-based learning, cooperative activities, restorative conversations, leadership opportunities, athletics, and community-building experiences. These practices reinforce LCPS's core values of Community, Integrity, Love, Social Justice, and Agency while helping students develop the skills needed for success in school and beyond.

The program utilizes restorative practices to proactively build community, strengthen relationships, and address conflict through reflection, accountability, and repair. Staff receive ongoing professional learning in restorative practices, culturally responsive youth development, trauma-informed approaches, and positive behavior support to ensure students experience consistent, respectful, and supportive interactions throughout the program.

Expanded Learning is fully integrated within LCPS's Multi-Tiered System of Supports (MTSS), allowing staff to collaborate with school-day teachers, counselors, administrators, and student support teams to provide coordinated supports for students. When additional academic, behavioral, wellness, or family needs are identified, staff work collaboratively to connect students and families with appropriate school-based and community resources, helping remove barriers to learning, participation, and overall well-being.

The program is committed to creating an equitable and inclusive environment where all students feel welcomed, respected, and represented. Programming is accessible to students of all backgrounds, identities, abilities, languages, and lived experiences. Strong family partnerships and regular communication help ensure students experience consistent expectations and support across both the instructional day and ELP.

Students also promote their overall well-being through daily physical activity, athletics,

recreation, outdoor learning, and nutritious after-school snacks provided in partnership with LunchMaster. These experiences support healthy lifestyles while reinforcing the connection between physical wellness, emotional well-being, and student engagement.

By intentionally fostering belonging, restorative relationships, integrated student supports, and opportunities for leadership and personal growth, the Lighthouse ELP creates an emotionally safe and supportive environment where every student can learn, grow, and thrive.

## **2—Active and Engaged Learning**

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

The Lighthouse ELP provides students with engaging, meaningful learning experiences that extend and enrich the instructional day. Aligned with LCPS's EL Education model, Expanded Learning serves as a seamless continuation of students' learning by reinforcing academic concepts, fostering creativity, building strong relationships, and providing opportunities for exploration, leadership, and personal growth.

### **Academic Support**

Expanded Learning reinforces classroom instruction through homework support, small-group academic assistance, targeted literacy and mathematics interventions, and opportunities for additional practice aligned with students' individual learning needs. Credentialed teachers, intervention staff, and Expanded Learning educators collaborate to help students strengthen foundational academic skills while developing organization, study habits, time management, and independent learning strategies.

### **Enrichment & Creative Expression**

Students participate in enrichment experiences that foster creativity, innovation, and collaboration through visual and performing arts, STEM exploration, maker activities, technology, movement-based enrichment, athletics, and other interest-based learning opportunities. At the elementary level, students participate in an annual spring musical, providing authentic opportunities to develop confidence, communication, collaboration, and performance skills while working toward a culminating production that celebrates student learning with families and the broader school community.

### **Student Voice & Authentic Learning**

Consistent with the EL Education philosophy, students are encouraged to exercise voice and choice, collaborate with peers, engage with their community, and apply their learning through authentic projects and real-world experiences. Through ongoing student feedback, interest surveys, leadership opportunities, and collaborative planning, students

help shape program offerings, ensuring activities remain relevant, engaging, and responsive to the needs of the school community.

#### Whole Child Development

Academic support, enrichment, creative expression, physical activity, and social-emotional learning are intentionally integrated to support the development of the whole child. Through meaningful relationships with caring adults and engaging learning experiences, students build confidence, resilience, curiosity, and a strong sense of belonging while developing the knowledge, skills, and agency needed for success in school and beyond.

By integrating academic support, enrichment, student leadership, athletics, creative expression, and community-connected learning, the Lighthouse ELP provides meaningful experiences that extend learning beyond the traditional school day and prepare students with the knowledge, skills, confidence, and agency needed for lifelong success.

### **3—Skill Building**

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

The Lighthouse ELP provides students with meaningful opportunities to develop the academic, social, creative, and life skills necessary for success in school, college, career, and community. Through engaging, hands-on learning experiences, students strengthen essential competencies while discovering new interests, building confidence, and developing the agency to take ownership of their learning.

#### Academic Skill Development

Expanded Learning reinforces classroom instruction through homework support, small-group academic assistance, targeted literacy and mathematics interventions, and opportunities for additional practice aligned with students' individual learning needs. Credentialed teachers, intervention staff, and Expanded Learning educators collaborate to help students strengthen foundational academic skills while developing organization, study habits, time management, and independent learning strategies.

#### Leadership & Life Skills

Students build essential life skills through collaborative projects, leadership opportunities, service learning, and daily interactions with peers and caring adults. Program activities intentionally develop communication, collaboration, critical thinking, problem-solving, responsibility, perseverance, and self-advocacy while encouraging students to contribute positively to their school and community.

#### Creative Expression & Innovation

Students participate in enrichment experiences that foster creativity, innovation, and technical skill development through visual and performing arts, STEM exploration, maker activities, technology, and other interest-based learning opportunities. At the elementary level, students develop communication, teamwork, perseverance, and presentation skills through participation in the annual spring musical, culminating in a performance that celebrates their learning with families and the broader school community.

#### Health, Wellness & Physical Development

Physical activity is an integral component of the program. Through athletics, recreation, movement-based enrichment, and wellness activities, students build teamwork, sportsmanship, resilience, leadership, and healthy habits that support both physical and emotional well-being.

#### Student Voice & Real-World Learning

Students develop agency by exercising voice and choice in enrichment opportunities, participating in authentic projects, and applying their learning to meaningful real-world experiences. Community-connected projects, service learning, and student leadership opportunities help students develop civic responsibility while strengthening their ability to work collaboratively, think critically, and contribute to positive change.

By integrating academic support, leadership development, enrichment, athletics, wellness, creative expression, and authentic learning experiences, the Lighthouse ELP ensures students develop the knowledge, skills, confidence, and habits needed to succeed both during and beyond their K–12 education.

## **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The Lighthouse ELP is intentionally designed to cultivate student agency by ensuring youth have meaningful opportunities to shape their learning experiences, contribute to program decision-making, and develop as leaders within their school community. Aligned with LCPS's core value of Agency and the EL Education model, students are empowered to take ownership of their learning, advocate for their needs, and make meaningful contributions to their peers, school, and community.

#### Student Voice & Program Design

Student voice is embedded throughout program planning and implementation. Through ongoing student interest surveys, reflection activities, focus groups, and informal feedback, students help shape enrichment offerings, clubs, leadership opportunities, and program experiences. Student feedback is reviewed as part of the program's Continuous Quality Improvement (CQI) process to ensure programming remains engaging, relevant, and responsive to the evolving interests and needs of students.

#### Leadership Opportunities

Students develop leadership skills through peer collaboration, service learning, project-based experiences, student-led activities, and opportunities to take on increasing responsibility within the program. Leadership experiences encourage students to build confidence, strengthen communication and collaboration skills, demonstrate responsibility, and positively contribute to the school community.

As Lighthouse continues to strengthen its Community Schools implementation, students will have expanded opportunities to participate in authentic youth leadership initiatives that elevate student voice, strengthen partnerships between students and adults, and contribute to ongoing program improvement and school community initiatives.

#### Youth-Adult Partnerships

The Lighthouse ELP values students as active partners in creating a positive and inclusive learning environment. Caring adults intentionally create opportunities for students to share ideas, reflect on their experiences, solve problems collaboratively, and participate in decisions that impact their learning. These youth-adult partnerships help foster belonging, leadership, and a shared sense of responsibility for the success of the program.

#### Continuous Improvement Through Student Voice

Student perspectives are an essential component of the Lighthouse ELP's Continuous Quality Improvement process. Student feedback is considered alongside academic, attendance, behavioral, family, and staff data to celebrate successes, identify opportunities for growth, and continuously strengthen program quality. By intentionally elevating youth voice, the program ensures that Expanded Learning remains student-centered, culturally responsive, and reflective of the strengths and aspirations of the Lighthouse community.

Through meaningful leadership opportunities, authentic youth-adult partnerships, and ongoing engagement in program improvement, the Lighthouse ELP empowers students to become confident learners, compassionate leaders, and active contributors within their school and community.

## **5—Healthy Choices and Behaviors**

Explain how the program will provide opportunities for students to engage in healthy

choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The Lighthouse ELP promotes lifelong healthy choices by integrating nutrition, physical activity, athletics, and wellness education into daily programming. Consistent with LCPS's commitment to whole-child development, students participate in experiences that support their physical, social, and emotional well-being while developing the knowledge, skills, and habits needed to lead healthy, active lives.

#### Nutrition & Healthy Eating

In partnership with LunchMaster, the ELP provides all participating students with nutritious after-school snacks that meet California nutritional guidelines and federal meal program requirements. Daily snacks help ensure students have the energy needed to fully participate in academic support, enrichment activities, recreation, and athletics.

Students also build healthy habits through nutrition education and hands-on learning experiences. Through activities such as cooking clubs, healthy food exploration, and interactive wellness lessons, students learn about balanced nutrition while developing practical life skills, including meal preparation, food safety, following recipes, teamwork, and informed decision-making. These experiences help students build confidence in making healthy choices both at school and at home.

#### Physical Activity & Athletics

The Lighthouse ELP provides daily opportunities for moderate to vigorous physical activity in alignment with the California After School Physical Activity Guidelines. Students participate in organized recreation, movement-based enrichment, fitness activities, and athletics that promote teamwork, perseverance, sportsmanship, and lifelong healthy habits.

Elementary students build foundational movement skills and confidence through developmentally appropriate recreation, organized games, movement-based enrichment, and structured physical activities that promote physical fitness, teamwork, and positive social development.

As students progress into middle school, they have opportunities to participate in Lighthouse's interscholastic athletics program through the Oakland Athletic League (OAL). These experiences foster leadership, discipline, resilience, teamwork, and school pride while encouraging students to remain active and engaged. Current middle school athletic offerings include:

- Boys Flag Football
- Girls Flag Football
- Girls Volleyball
- Boys Soccer
- Girls Soccer
- Boys Basketball

- Girls Basketball

In addition to organized athletics, students participate in recreational games, fitness challenges, outdoor play, and movement-based enrichment designed to engage students with a variety of interests and abilities. Staff intentionally create inclusive opportunities that encourage every student to participate in regular physical activity.

#### Whole-Child Wellness

Healthy choices extend beyond nutrition and exercise. Expanded Learning promotes overall wellness by helping students build healthy routines, strengthen positive relationships, develop self-management skills, and understand the connection between physical health, emotional well-being, and academic success. Wellness practices are embedded throughout daily programming through recreation, social-emotional learning, restorative practices, outdoor experiences, and opportunities for reflection and goal setting.

Through nutritious snacks, daily physical activity, organized athletics, and wellness-focused programming, the Lighthouse ELP helps students develop lifelong habits that support healthy lifestyles, positive decision-making, and overall well-being, preparing them for success both in and beyond the classroom.

## 6—Diversity, Access, and Equity

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

The Lighthouse ELP is intentionally designed to be a seamless extension of the instructional day, ensuring students experience consistent expectations, strong relationships, and a deep sense of belonging throughout their entire school experience. Aligned with LCPS's mission, EL Education model, Community Schools framework, and core values of Community, Integrity, Love, Social Justice, and Agency, the program creates an inclusive environment where every student's identity, culture, language, abilities, and lived experiences are recognized as strengths that enrich the learning community.

#### Belonging, Identity & Inclusive Learning

The Lighthouse ELP fosters a culture where every student is known, valued, and encouraged to fully participate in all aspects of the program. Through relationship-centered practices, restorative approaches, project-based learning, collaborative enrichment experiences, and student voice, students build empathy, strengthen their sense of identity, and develop meaningful relationships across lines of

difference.

Students have opportunities throughout the year to explore and celebrate diverse cultures, traditions, histories, and perspectives through enrichment activities, student-led projects, performances, cultural celebrations, and community events. These experiences promote belonging, encourage cross-cultural understanding, and help students develop pride in both their own identities and the diverse community they are part of.

#### Culturally & Linguistically Responsive Practices

The program intentionally recruits and retains staff who reflect the cultural and linguistic diversity of the students and families served. Many Expanded Learning staff members are bilingual and serve as trusted partners for students and families by strengthening communication and building meaningful relationships across languages and cultures.

Staff participate in ongoing professional learning focused on culturally responsive teaching, restorative practices, inclusive instruction, relationship-centered youth development, and authentic family engagement. Professional learning continues to incorporate the principles of Zaretta Hammond's *Culturally Responsive Teaching and the Brain*, helping staff design learning experiences that honor students' cultural assets, foster belonging, and promote high levels of engagement and achievement.

#### Equitable Access & Family Partnership

The Lighthouse ELP is committed to ensuring equitable access and meaningful participation for every student, including students with disabilities, English learners, foster youth, students experiencing homelessness, and students requiring additional academic, behavioral, or social-emotional support.

Program information and family communications are provided in languages that meet community needs, with multilingual staff supporting communication and family engagement whenever possible. Families are welcomed as valued partners in the ELP through ongoing communication, community events, leadership opportunities, and continuous feedback processes that help shape program planning and improvement.

Expanded Learning staff collaborate closely with classroom teachers, special education staff, counselors, and student support teams to ensure accommodations and supports remain aligned across the instructional day and expanded learning. Students with disabilities participate alongside their peers in inclusive learning environments with supports provided through IEPs, Section 504 Plans, MTSS interventions, and individualized accommodations as appropriate. English learners receive language supports that promote meaningful participation, confidence, and academic growth while maintaining high expectations for all students.

#### Equity Through Continuous Improvement

The Lighthouse ELP continuously examines participation, attendance, stakeholder feedback, and program quality data to identify and address barriers to access and

engagement. Student, family, staff, and community partner perspectives are incorporated into the program's Continuous Quality Improvement process to ensure programming remains equitable, culturally responsive, and reflective of the strengths, needs, and aspirations of the Lighthouse community.

Through inclusive practices, equitable access, authentic family partnership, and a steadfast commitment to belonging, the Lighthouse ELP creates an environment where every student has the opportunity to thrive academically, socially, emotionally, and as an engaged member of their school community.

## **7—Quality Staff**

### **Staff Engagement**

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

#### **Staff Engagement**

The quality of the Lighthouse ELP is grounded in the strength of its staff. The program intentionally recruits educators and youth development professionals who are committed to building meaningful relationships with students, fostering belonging, and supporting the academic, social, emotional, and physical development of every child.

Expanded Learning staff are fully integrated into the school community and are viewed as an extension of the instructional day. Teachers in Training (TNTs), enrichment instructors, intervention staff, coaches, and program leaders work collaboratively to create a consistent student experience rooted in the values of Community, Integrity, Love, Social Justice, and Agency.

To ensure staff feel supported and connected, the program has implemented regular staff meetings that provide dedicated time for collaboration, communication, coaching, and shared problem-solving. These meetings create opportunities to review upcoming programming, discuss student needs, celebrate successes, strengthen instructional practices, and ensure staff have the resources necessary to provide high-quality programming.

#### **Minimum Staff Qualifications**

All Expanded Learning staff who directly supervise students meet or exceed the minimum qualifications required of instructional aides in accordance with LCPS policies and

California Education Code. Program Coordinators work closely with Human Resources to verify that all employees and volunteers successfully complete fingerprint clearance, mandated health screenings, and all required onboarding prior to working with students.

The program maintains required student-to-staff ratios at all times, including a maximum ratio of 20:1 for grades 1–8 and 10:1 for Transitional Kindergarten and Kindergarten. Staffing assignments are continuously monitored to ensure safe supervision, meaningful student engagement, and compliance with all state requirements.

### Staff Development

Professional learning is an ongoing component of the Lighthouse ELP and is designed to continuously strengthen staff practice throughout the year. Training begins with comprehensive onboarding and continues through regularly scheduled professional learning opportunities focused on youth development, instructional practice, and program quality.

Professional development includes topics such as:

- EL Education philosophy and relationship-centered practices
- Restorative practices and community building
- Culturally responsive teaching, including the principles of *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- Trauma-informed practices
- Positive behavior supports and student engagement
- Inclusive practices for students with disabilities, English learners, and diverse learning needs
- Health, safety, mandated reporting, and emergency procedures

Continuous Quality Improvement (CQI) serves as the primary framework for ongoing staff development. Classroom observations, walkthroughs, self-assessments, student feedback, family feedback, and coaching conversations are used to identify strengths, celebrate effective practices, and determine future professional learning priorities. Rather than serving solely as an accountability process, CQI is used to support continuous reflection, coaching, and improvement at both the individual and program levels.

Through regular collaboration, ongoing coaching, intentional professional learning, and a strong culture of continuous improvement, the Lighthouse ELP invests in developing skilled, reflective educators who provide engaging, inclusive, and high-quality experiences for every student.

### Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe

how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

LCPS ensures that all staff who directly supervise students in the ELP meet or exceed the minimum qualifications required for instructional aides in accordance with state and local requirements. Candidate qualifications, required clearances, and eligibility are verified through the hiring process before staff begin working with students.

The majority of Expanded Learning staff serve as Teachers in Training (TNTs), a full-day role that supports both the instructional day and ELP. This shared staffing model strengthens continuity for students by allowing staff to build meaningful relationships, reinforce consistent expectations, and collaborate closely with classroom teachers and school leaders. Teachers in Training provide academic support, behavioral and social-emotional interventions, supervision, and enrichment throughout the school day before transitioning into expanded learning programming.

All Expanded Learning staff participate in a comprehensive onboarding process and receive ongoing coaching and professional learning throughout the year. Staff are trained in restorative practices, youth development, culturally responsive teaching, health and safety procedures, mandated reporting, behavior support, and instructional strategies that promote active student engagement. Weekly staff meetings, coaching, and CQI processes provide regular opportunities for reflection, collaboration, and continuous improvement.

The ELP Coordinator, under the supervision of the Director of Student Services & Community Schools, is responsible for verifying staff qualifications, maintaining required documentation, supporting ongoing professional growth, and ensuring appropriate staffing and supervision throughout program operations

## **Staff Development**

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

LCPS is committed to developing Expanded Learning professionals who are skilled in youth development, instructional support, relationship-centered practices, and high-quality enrichment. All Teacher-in-Training (TNT) staff participate in comprehensive onboarding and ongoing professional learning designed and facilitated by the LCPS ELP

Coordinators and the Director of Student Services & Community Schools. Professional learning is intentionally aligned across all Expanded Learning sites to ensure consistent implementation of district quality standards while supporting continuous staff growth.

Professional learning includes training in EL Education practices, restorative approaches, culturally responsive teaching, trauma-informed care, behavior support, social-emotional learning, MTSS, emergency procedures, mandated reporting, and authentic family engagement. Staff also participate in specialized training facilitated in partnership with Galileo to implement high-quality STEAM programming and learning rotations, while developing the knowledge and skills to independently facilitate engaging in-house enrichment experiences on days when community partners are not leading programming.

LCPS collaborates with internal departments and community partners to strengthen staff capacity throughout the year. Professional learning includes training provided by the LCPS MTSS team, restorative justice practitioners, Galileo staff, and other community partners whose expertise enhances program quality and student outcomes. This collaborative approach ensures Expanded Learning staff are equipped to meet the diverse academic, behavioral, social-emotional, and enrichment needs of students.

Recognizing the powerful role Expanded Learning staff play in students' lives, TNTs are also trained to serve as positive school mentors, particularly for students experiencing chronic absenteeism. Through relationship-centered mentoring practices, staff learn strategies to build trust, encourage consistent attendance, strengthen school connectedness, reinforce positive habits, and collaborate with school-day teams to support student success.

Professional learning is reinforced through collaborative planning, coaching, and reflective practice. ELP Coordinators and the Director of Student Services & Community Schools conduct coordinated walkthroughs using the LCPS Expanded Learning Continuous Quality Improvement (CQI) process to monitor implementation, celebrate effective practices, identify opportunities for growth, and provide ongoing coaching aligned with district quality standards. Cross-site collaboration further supports calibration, the sharing of best practices, and continuous improvement across all LCPS Expanded Learning programs.

## **8—Clear Vision, Mission, and Purpose**

Explain the program's clear vision, mission, and purpose.

The Lighthouse ELP is a seamless extension of the instructional day, providing high-quality expanded learning experiences that support students' academic achievement, social-emotional development, creativity, physical well-being, and sense of belonging. Grounded in the mission and core values of LCPS, the program is intentionally designed to

complement classroom instruction while creating meaningful opportunities for exploration, enrichment, leadership, and relationship building.

#### Mission Alignment

The Lighthouse ELP advances the mission of LCPS by ensuring every student has access to engaging, equitable, and enriching learning experiences beyond the traditional school day. Aligned with the school's EL Education instructional model, Community Schools framework, and Multi-Tiered System of Supports (MTSS), the program reinforces grade-level learning while fostering character development, student agency, collaboration, and a lifelong love of learning.

#### Whole-Child Development

The program is intentionally designed to support the development of the whole child by integrating academic support, enrichment, athletics, creative expression, social-emotional learning, and relationship-centered youth development. Students strengthen academic skills while also developing confidence, resilience, leadership, creativity, communication, and problem-solving skills through authentic, hands-on learning experiences.

#### Student-Centered Learning

Students are active participants in shaping their Expanded Learning experience through voice, choice, leadership opportunities, and project-based learning. Enrichment experiences are designed to reflect student interests while providing opportunities to explore new passions, collaborate with peers, develop new skills, and showcase learning through performances, projects, exhibitions, and community events.

#### Community Schools & Family Partnership

As an integral component of Lighthouse's Community Schools strategy, the Lighthouse ELP strengthens partnerships among students, families, school staff, and community organizations to support student success. Families are valued as partners in program planning and continuous improvement, while community partnerships expand opportunities for academic enrichment, wellness, arts education, STEAM learning, leadership development, and student support.

#### Continuous Improvement

The Lighthouse ELP is committed to continuous quality improvement through ongoing reflection, data-informed decision-making, and meaningful engagement with students, families, staff, and community partners. Program quality is strengthened through coordinated planning, regular walkthroughs, stakeholder feedback, and collaborative coaching, ensuring the program remains responsive to the evolving strengths and needs of the Lighthouse community.

By providing engaging learning experiences, fostering meaningful relationships, and creating opportunities for every student to thrive, the Lighthouse ELP fulfills its vision of

expanding learning beyond the school day while preparing students to become confident learners, compassionate leaders, and active contributors to their school and community.

## **9—Collaborative Partnerships**

### **Students and Families**

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The Lighthouse ELP is strengthened through intentional collaboration with school staff, families, community-based organizations, and regional partners who share a commitment to supporting the whole child. As an integral component of LCPS's Community Schools framework, the ELP serves as a connector between the instructional day, expanded learning, families, and community resources, ensuring students experience coordinated supports that promote academic success, well-being, and belonging.

#### **Program Leadership & School-Day Integration**

The Lighthouse ELP operates in close partnership with school-day educators, administrators, counselors, intervention staff, special education teams, and student support personnel to provide a seamless extension of the instructional day. Regular collaboration ensures academic interventions, enrichment opportunities, behavior supports, attendance initiatives, and social-emotional services remain aligned with students' individual needs and the school's Multi-Tiered System of Supports (MTSS).

#### **Community Partnerships**

Community partnerships are intentionally selected to expand student opportunities, strengthen staff capacity, and enrich the overall quality of the ELP. Through partnerships with organizations such as Galileo, Contare, restorative justice providers, health and wellness organizations, and other youth-serving agencies, students participate in engaging experiences that promote STEAM learning, multilingual learner support, arts, physical wellness, leadership, social-emotional development, and positive youth development.

These partnerships also provide professional learning and coaching for Expanded Learning staff, strengthening instructional practice and ensuring high-quality implementation across all enrichment experiences.

#### **Family & Community Engagement**

Families are valued as essential partners in the success of the Lighthouse ELP. The program creates multiple opportunities for families to engage in their children's learning

through performances, student showcases, celebrations, family events, conferences, and ongoing two-way communication.

As Lighthouse continues to strengthen its Community Schools implementation, the ELP intentionally expands opportunities for authentic family partnership through leadership groups, regular family engagement opportunities, and continuous feedback processes that help shape program planning and improvement. Family leadership structures, including the Parent Advisory Committee (PAC) and the Black Parent Advisory Committee (BPAC), provide opportunities for families to share perspectives, elevate community priorities, and strengthen collaboration between families, school staff, and community partners.

#### Continuous Improvement & Community Schools

The Lighthouse ELP collaborates with local and regional partners to strengthen program quality and continuously improve services for students and families. Partnerships with organizations such as the Alameda County Office of Education support professional learning, family engagement, Community Schools implementation, and CQI. Feedback from students, families, staff, and community partners is regularly incorporated into planning, reflection, and decision-making to ensure programming remains equitable, culturally responsive, and aligned with the evolving needs of the Lighthouse community.

By fostering authentic partnerships with educators, families, community organizations, and regional leaders, the Lighthouse ELP expands learning opportunities, strengthens student supports, and creates a connected school community where every student has the opportunity to thrive.

### **Community Based Organizations and other Non-LEA Partners**

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The Lighthouse ELP collaborates with a diverse network of community-based organizations and regional partners that expand learning opportunities, strengthen student supports, build staff capacity, and enhance overall program quality. Partnerships are intentionally selected to align with LCPS's mission, EL Education model, Community Schools framework, and the evolving needs of students and families.

#### Academic & Enrichment Partners

Academic and enrichment partners expand learning beyond the instructional day while providing engaging, hands-on experiences that reinforce classroom learning and foster

creativity, collaboration, and problem-solving.

Key partners include:

- Galileo – Provides high-quality STEAM programming, project-based learning experiences, and professional learning that builds staff capacity to facilitate engaging STEAM experiences throughout the ELP.
- Girl Scouts – Promotes leadership, confidence, teamwork, and life skills through structured enrichment opportunities.
- Soccer Shots – Supports elementary students’ physical development, teamwork, and sportsmanship through developmentally appropriate instruction and play-based movement activities.

#### Student & Family Support Partners

The Lighthouse ELP partners with organizations that strengthen student well-being, belonging, and family engagement.

These partnerships include:

- Contare – Supports multilingual learners, newcomer students, and families through culturally responsive programming, language development, and family engagement opportunities.
- Health and Wellness Partners – Expand access to nutrition education, wellness programming, and social-emotional supports.
- Restorative Justice Partners – Strengthen relationship-centered practices, conflict resolution, positive school culture, and staff professional learning.

#### Systems & Capacity-Building Partners

Community partnerships also strengthen the overall quality of the ELP by supporting staff development, Community Schools implementation, and continuous improvement.

These partnerships include:

- Alameda County Office of Education – Supports Community Schools implementation, professional learning, family engagement, and CQI.
- Galileo – Provides ongoing coaching and implementation support that strengthens staff capacity and instructional quality.
- LCPS Internal Teams – Expanded Learning staff collaborate with Student Services, MTSS, school leadership, and instructional teams to ensure programming remains aligned with district priorities and student needs.

#### Partnership Evaluation

Partnerships are reviewed regularly through stakeholder feedback, participation data, walkthrough observations, and CQI to ensure they remain responsive to student interests, aligned with district priorities, and reflective of the evolving needs of the Lighthouse

community.

By cultivating authentic partnerships with educators, families, community organizations, and regional agencies, the Lighthouse ELP expands opportunities for students while continuously strengthening program quality, staff capacity, and the overall impact of Expanded Learning.

## 10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The LCPS ELP is committed to fostering a culture of continuous learning, reflection, and improvement to ensure every student experiences high-quality expanded learning opportunities that are engaging, equitable, and responsive to their needs. CQI is embedded throughout program planning, implementation, and evaluation, enabling staff to use multiple sources of evidence to celebrate successes, identify opportunities for growth, and continuously strengthen program quality.

### Using Data to Improve Practice

The ELP utilizes a variety of quantitative and qualitative data to evaluate program effectiveness and guide continuous improvement. Staff regularly review multiple sources of information, including:

- Student attendance and enrollment
- Program participation and engagement
- Academic progress and intervention data
- Behavioral and social-emotional indicators
- Program quality observations and walkthroughs
- Student, family, staff, and partner feedback

ELP Coordinators and the Director of Student Services & Community Schools facilitate regular data reviews and coordinated walkthroughs using the LCPS Expanded Learning CQI framework to ensure consistent implementation of district quality standards across all programs. Walkthrough observations, coaching conversations, and reflective planning support staff in celebrating effective practices, identifying opportunities for growth, and

strengthening instructional quality, youth development, and enrichment experiences.

#### Multiple Measures of Student Success

LCPS recognizes that student success extends beyond academic achievement. The ELP evaluates program effectiveness using multiple measures that reflect whole-child development, including:

- Academic growth and learning
- Attendance and consistent participation
- Student engagement and sense of belonging
- Social-emotional development
- Leadership and student agency
- Participation in enrichment and physical activity
- Family engagement
- Student voice and feedback

Using multiple measures provides a more comprehensive understanding of student success while helping staff ensure programming remains meaningful, equitable, and responsive to the diverse strengths and needs of every learner.

#### Stakeholder Feedback & Community Partnership

Students, families, staff, and community partners are essential participants in the CQI process. Feedback is gathered through a variety of methods, including:

- Student surveys and reflection activities
- Family surveys and engagement opportunities
- Staff reflection and collaborative planning
- Community partner feedback
- Program walkthroughs and observations
- Informal conversations and focus groups

As LCPS continues to strengthen its Community Schools implementation, the ELP is intentionally expanding opportunities for authentic family engagement and meaningful stakeholder participation in program planning, implementation, and evaluation. Family feedback is incorporated alongside student voice, staff reflection, partner input, and program data to ensure decisions reflect the strengths, priorities, and evolving needs of each school community.

#### Reflection, Coaching & Continuous Improvement

CQI is an ongoing cycle of planning, implementation, observation, reflection, coaching, and refinement. Expanded Learning staff regularly review implementation goals, program data, walkthrough observations, and stakeholder feedback to:

- Celebrate effective practices
- Identify opportunities for growth

- Strengthen instructional quality
- Improve enrichment programming
- Enhance student experiences
- Calibrate expectations across LCPS sites

Through intentional reflection, authentic stakeholder engagement, collaborative coaching, and data-informed decision-making, the LCPS ELP continuously strengthens program quality while ensuring every student has access to engaging, inclusive, and meaningful expanded learning experiences.

## **11—Program Management**

### **Policies and Procedures**

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The LCPS ELP is supported by a comprehensive system of approved policies, procedures, operational manuals, and implementation resources that establish consistent expectations for program quality, student safety, staffing, operations, data management, and Continuous Quality Improvement across all Expanded Learning sites. These systems ensure consistency across campuses while allowing site teams the flexibility to design engaging, responsive programming that reflects the unique strengths and needs of each school community.

LCPS utilizes a shared system of guidance documents, implementation tools, and quality assurance processes to support program consistency, strengthen staff capacity, and promote continuous improvement. ELP Coordinators and the Director of Student Services & Community Schools use these resources to guide onboarding, daily operations, staff coaching, compliance, and CQI while maintaining alignment with the instructional day, the Community Schools framework, and the California Quality Standards for Expanded Learning.

Program resources are reviewed and refined regularly through the LCPS CQI process to reflect evolving program needs, stakeholder feedback, best practices, and changes in state guidance. Coordinated walkthroughs, site self-assessments, coaching conversations, and annual program reflection ensure these operational resources remain current and responsive while supporting consistent implementation across all LCPS ELPs.

Key operational resources include:

- [The Canopy - LCPS Expanded Learning Playbook](#) –

- Defines program expectations, student supervision, safety procedures, daily operations, and family communication.
- Establishes leadership responsibilities, operational procedures, coaching systems, compliance requirements, and program management expectations.
- [LCPS Expanded Learning CQI Framework](#) – Defines the district-wide Continuous Quality Improvement process, quality standards, reflective protocols, and implementation expectations used across all Expanded Learning sites.
- [CQI Site Self-Audit & Walkthrough Tool](#) – Observation instruments, implementation rubrics, and reflective planning resources used to monitor program quality and guide coaching.
- [Student Registration & Policies/Procedures](#) – Standardized registration materials, enrollment workflows, eligibility verification, and family onboarding processes.
- [Attendance & Student Data Management Procedures](#) – Attendance tracking protocols, sign-in/sign-out procedures, data collection, reporting expectations, and grant compliance processes.
- [Emergency & Safety Procedures](#) – Emergency response protocols, mandated reporting procedures, health and safety expectations, and crisis response guidance.
- [Staff Training & Professional Learning Resources](#) – Onboarding materials, professional learning modules, coaching resources, restorative practices, youth development strategies, and instructional supports.
- [Program Planning & Implementation Resources](#) – Curriculum planning tools, enrichment planning templates, schedules, implementation guides, and operational planning resources.
- [Monthly ELP Communications](#) (Sample linked) – Leadership updates, implementation guidance, program highlights, celebrations, important deadlines, and continuous communication supporting consistent implementation across sites.

Through these shared policies, procedures, and operational resources, LCPS ensures that all Expanded Learning Programs implement consistent expectations, maintain high-quality programming, strengthen staff practice, and continuously improve services for students and families through a unified system of leadership, coaching, and CQI.

## Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

The Lighthouse ELP budget is intentionally aligned with the program's vision, mission, and goals of providing safe, engaging, and equitable learning experiences that support students' academic, social, emotional, and physical development. Budget decisions prioritize the people, resources, and partnerships necessary to provide a high-quality ELP

that extends the instructional day and reflects the needs of the Lighthouse community. The budget below demonstrates how available funding is strategically invested to support staffing, academic support, enrichment, athletics, student wellness, and program operations while ensuring students have equitable access to meaningful learning opportunities beyond the school day.

### Budget Breakdown

Budget Category	Amount Allocated	Purpose
1000 Series – Certificated Personnel	\$93,000	Supports <b>academic remediation and intervention</b> , ensuring students who require additional support have <b>certified educators</b> to assist them.
2000 Series – Classified Personnel	\$150,137	Provides funding for <b>after-school teaching staff, paraprofessionals, and program coordinators</b> to run academic, enrichment, and social-emotional programs.
3000 Series – Employee Benefits	\$33,143	Covers <b>medical, dental, and vision insurance</b> for staff, ensuring <b>staff retention and well-being</b> . Includes an <b>8% retirement match</b> for employees.
4000 Series – Materials & Supplies	\$10,000	Provides resources for <b>remediation materials, club activities, and enrichment programs</b> (e.g., literacy tools, STEM supplies, and cultural celebration materials).
<b>Total Budget</b>	<b>\$286,280</b>	Ensures <b>academic, social-emotional, and enrichment support</b> for all ASP students.

The Lighthouse ELP budget reflects a strategic investment in the people, resources, and systems that are essential to delivering a high-quality ELP. Consistent with the program’s vision and goals, funding is intentionally aligned to support:

- Qualified staff who build strong relationships with students, provide academic support, facilitate engaging enrichment opportunities, and create safe, inclusive learning environments.
- Professional learning and CQI to strengthen staff capacity through coaching, collaboration, and ongoing professional development.
- Academic support and enrichment, including instructional materials, project-based learning, STEM activities, arts programming, leadership opportunities, and student-centered enrichment experiences that complement the instructional day.
- Athletics, wellness, and student belonging through physical activity, nutritious snacks, restorative practices, and coordinated supports that promote student engagement and well-being.

- Program operations and community partnerships that ensure safe, consistent implementation while expanding opportunities for students and families.

Budget decisions are reviewed annually through the program's planning and Continuous Quality Improvement process to ensure resources remain aligned with student needs, program priorities, and grant requirements. By coordinating funding strategically, LCPS maximizes available resources while maintaining a sustainable, high-quality ELP that extends the instructional day and supports the whole child.

**Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.**

LCPS ensures the successful implementation of the Lighthouse ELP through coordinated leadership, ongoing collaboration, continuous quality improvement, and strong operational systems. Program implementation is intentionally aligned with the instructional day and supported through clearly defined roles, regular communication, data-informed decision-making, and accountability at every level.

### 1. Leadership & Program Oversight

Program implementation is supported through collaborative leadership across the organization.

- The Director of Student Services & Community Schools provides overall leadership and oversight of the ELP.
- The ELP Coordinator oversees daily operations, staffing, scheduling, enrollment, attendance, family communication, and program implementation.
- School leadership collaborates with Expanded Learning staff to ensure alignment with instructional priorities, student supports, and school culture.
- Leadership teams meet regularly to review operations, student engagement, staffing, and program implementation while identifying opportunities for improvement.

### 2. Staff Development & Coaching

High-quality implementation depends on well-prepared, well-supported staff.

- All staff participate in onboarding before working with students.
- Ongoing professional learning includes restorative practices, culturally responsive teaching, trauma-informed practices, youth development, student engagement, health and safety procedures, emergency preparedness, and mandated reporting.
- Regular staff meetings provide time for collaborative planning, coaching, reviewing student needs, and strengthening instructional and enrichment practices.

- Teachers in Training (TNTs), enrichment staff, and program leaders receive ongoing coaching and support throughout the year.

### 3. Continuous Quality Improvement

Continuous Quality Improvement (CQI) is used to strengthen program quality throughout the year.

- Leadership reviews attendance, participation, academic, behavioral, school climate, and social-emotional data to monitor student outcomes.
- Walkthroughs, program observations, and site self-reflection help identify strengths and opportunities for growth.
- Student, family, and staff feedback helps inform program planning and future improvements.
- CQI findings guide professional learning, enrichment planning, operational improvements, and student supports.

### 4. Fiscal Stewardship

Program resources are managed responsibly to maximize student impact.

- Funding priorities are aligned with program goals and student needs.
- Resources support staffing, professional learning, instructional materials, enrichment, athletics, student supports, and program operations.
- District leadership regularly monitors budgets and expenditures to ensure compliance with grant requirements and responsible fiscal management.

### 5. Community Partnerships & Integrated Student Supports

Community partnerships expand learning opportunities while strengthening student supports.

- Expanded Learning collaborates with community organizations to provide enrichment, athletics, leadership development, newcomer supports, and wellness opportunities.
- Program staff coordinate with classroom teachers, counselors, intervention staff, and MTSS teams to support students' academic, behavioral, social-emotional, and wellness needs.
- As part of LCPS's Community Schools implementation, Expanded Learning helps connect students and families with school- and community-based resources that reduce barriers to learning.

### 6. Compliance & Accountability

The program maintains systems that support accountability and continuous improvement.

- Attendance, enrollment, staffing, health and safety records, professional

development, and required program documentation are maintained using district systems.

- Required reports are completed in accordance with state and grant requirements.
- Leadership regularly reviews program implementation, operational procedures, and compliance expectations to ensure the program continues to provide safe, engaging, and high-quality expanded learning experiences.

Through collaborative leadership, intentional staff development, Continuous Quality Improvement, responsible fiscal stewardship, and strong community partnerships, LCPS ensures the Lighthouse ELP continues to provide engaging, equitable, and high-quality learning opportunities that support the academic, social, emotional, and physical development of every student.

## General Questions

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

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant?  Yes  No

Do you have a 21st CCLC Grant?  Yes  No

(Lighthouse has an ASSETS grant, but not a 21st CCLC Grant)

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Lighthouse Community Public Schools braids Expanded Learning Opportunities Program (ELO-P) funding with other federal, state, local, and private funding sources to operate one comprehensive ELP rather than multiple separate programs. Funding sources are intentionally coordinated to provide students with seamless access to academic support, enrichment, athletics, youth development, wellness, and family engagement opportunities throughout the school year. Rather than creating separate services based on individual funding streams, LCPS aligns resources around a shared vision, common goals, and coordinated program implementation so that students and families experience

Expanded Learning as one cohesive program that extends the instructional day and supports the whole child.

Braided funding supports:

- Academic support through homework assistance, targeted literacy and mathematics intervention, and supplemental learning opportunities aligned with classroom instruction.
- Enrichment through project-based learning, visual and performing arts, STEM experiences, leadership development, service learning, and student-centered activities.
- Athletics and physical wellness through interscholastic sports, recreation, movement-based enrichment, and activities that promote healthy lifestyles and school connectedness.
- Student wellness and family engagement through coordinated supports that strengthen school-family partnerships, reduce barriers to participation, and connect students and families with school and community resources.
- High-quality staffing and program operations through investment in qualified staff, professional learning, instructional materials, program coordination, transportation, and operational systems.

By leveraging multiple funding sources through coordinated planning and shared implementation, LCPS maximizes available resources, minimizes duplication of services, strengthens long-term sustainability, and ensures that Expanded Learning remains fully aligned with the instructional day, the district's Community Schools implementation, and its commitment to supporting every student's academic, social, emotional, and physical development.

## **Transitional Kindergarten and Kindergarten**

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

LCPS is committed to providing a developmentally appropriate ELP for Transitional Kindergarten (TK) and Kindergarten students while maintaining the required pupil-to-staff ratio of no more than 10:1.

The program recruits staff with experience working with young children and provides ongoing training in early childhood development, positive behavior supports, restorative practices, health and safety, and developmentally appropriate instruction. Weekly staff meetings, coaching, and CQI processes ensure staff continue to strengthen their practice throughout the year.

Programming is intentionally designed as a seamless extension of the instructional day and emphasizes play-based learning, hands-on exploration, movement, literacy, STEM, art, music, social-emotional learning, and outdoor play. Daily routines, consistent expectations, and relationship-centered practices help students transition successfully from the school day into Expanded Learning while fostering independence, curiosity, and a strong sense of belonging.

Program leadership regularly monitors enrollment, attendance, and staffing to maintain the required 10:1 ratio, while ongoing collaboration with classroom teachers and school staff ensures continuity of student supports, family communication, and school-day expectations.

### **Offer and Provide Access**

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The Lighthouse ELP is committed to ensuring equitable access for all eligible students through culturally and linguistically responsive communication, inclusive enrollment practices, and coordinated family outreach. As a seamless extension of the instructional day, Expanded Learning uses the same communication systems and student support structures as the school day to ensure families receive consistent information and equitable access to services.

#### **Culturally and Linguistically Responsive Communication**

The program uses multiple communication methods to ensure families receive timely, accessible, and understandable information.

- Program information is shared through ParentSquare, email, text messages, school newsletters, community meetings, and school events.
- Enrollment materials and family communications are provided in English and Spanish, with interpretation and translation support available as needed.
- Bilingual staff and school personnel help families navigate enrollment, program participation, and available student supports.
- Expanded Learning communication aligns with school-day communication systems to provide consistent expectations and information for families.

#### **Enrollment Process**

The enrollment process is designed to be accessible, equitable, and family-friendly.

- Information about the ELP is shared during student registration, family orientations, Back-to-School events, and throughout the school year.
- Families complete and sign enrollment forms electronically or in person.
- Completed enrollment forms are securely maintained through district-approved student information systems and recordkeeping procedures.
- Enrollment is available to all eligible students, with priority provided in accordance with state requirements.

### Supporting Equitable Access

The program intentionally removes barriers to participation and works collaboratively with school staff to identify students who would benefit from Expanded Learning services.

- Outreach is coordinated with MTSS, special education, multilingual learner, counseling, and student support teams.
- Students with disabilities, multilingual learners, students experiencing homelessness, foster youth, and students identified for additional academic or social-emotional support are actively encouraged to participate.
- Expanded Learning opportunities are discussed with families during MTSS, SST, IEP, and Section 504 meetings when appropriate to support student success.
- Program staff collaborate with families to identify and address barriers to participation whenever possible.

### Transportation

The ELP operates on the Lighthouse campus, allowing students to transition directly from the instructional day into after-school programming. Transportation to the program is therefore not required for most students. When transportation presents a barrier to participation, the school works with families to identify appropriate supports and resources whenever feasible.

### Field Trips

**Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.**

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips

must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Educational field trips are incorporated into the ELP to extend learning beyond the classroom through hands-on, real-world experiences that reinforce academic content, enrich enrichment programming, and strengthen students' connections to their community. All field trips are planned and coordinated by the ELP, align with ELO-P requirements, and follow LCPS policies related to student supervision, staffing ratios, transportation, health and safety, and family communication.

During Summer 2026, Expanded Learning students participated in an educational field trip to the Oakland Museum of California (OMCA). This experience connected students to California history, art, culture, and the natural sciences through interactive exhibits and inquiry-based learning. Students explored topics related to California's diverse communities, environmental stewardship, civic engagement, and artistic expression while practicing observation, critical thinking, collaboration, and respectful participation in a public learning environment.

The field trip supported the program's academic and enrichment goals by helping students connect classroom learning to authentic experiences, develop curiosity and cultural awareness, and strengthen communication and collaboration skills. The trip was coordinated by the ELP, served TK–8 students during the summer program, took place during the regular Expanded Learning day, and utilized district-approved charter bus transportation. All staffing ratios and supervision requirements were maintained throughout the experience to ensure student safety and compliance with ELO-P requirements.

As the ELP continues to grow, educational field trips will remain an important component of enrichment programming, providing students with meaningful opportunities to apply their learning beyond the classroom while exploring the rich educational and cultural resources available throughout the Bay Area.

## **Program Fees**

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price

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

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

The program is free. We don't charge any students for participation.

## Sample Program Schedule- Regular Schoolday












Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

TK - 8 Summer School Program Schedule							
AM Academic Program			Subject	AM Certificated	PM Enrichment	Galileo	
		Admin MPR		RM	Staff	RM	Staff
8:00 - 8:30	Breakfast	Elementary Classrooms	TK	116	Danielle Bobka	116	n/a
8:30 - 9:00	Opening Crew	Elementary Classrooms			Javed Ahmed		Flor Chavez Lopez
9:05 - 10:05	ELA Block	Elementary Classrooms	Kindergarten	118	Jelani Baines	118	Danielle Bobka
10:05 - 10:20	Break	Blacktop			Sabrina Ybarra		Shamika Taylor
10:25 - 11:25	MATH Block	Elementary Classrooms	1st Grade	108	Marvin Montoya	108	Pratishtha Sharma
11:25 - 11:55	Academic Lab	Elementary Classrooms	2nd Grade	109	Marcos Medina	109	Marcos Medina
			3rd Grade	110	Tracy Huang	110	Tracy Huang
			4th Grade	111	Daniel McGee	111	Gio Hernandez
			5th Grade	115b	Jenneffer Rivera	115b	Paris Parks
			6th & 7th Grade	103	Jordan Ridge	103	Jordan Ridge
			7th & 8th Grade	113	Christy Belecario	113	Jordan Johnson

PM Enrichment Schedule								
Lunch & Recess				Admin MPR/ Blacktop				
12:00 - 12:40								
12:40 - 1:50	1st Rotation	Group	Idea Lab	RM	Innovator's Studio	RM	Outdoor Adventure	RM
		Nebulas: TK - 1st	Bobka/Ms. T	108	Flor Chavez Lopez	118	Dr. Sharma	Blacktop
		Stars: 2nd - 4th	Marcos Medina	109	Tracy Huang	110	Gio Hernandez	Blacktop
		Supernovas: 5th - 8th	Jordan Johnson	113	Jordan Ridge	103	Paris Parks	Blacktop
1:50 - 2:00			Transition					
2:00 - 3:10	2nd Rotation	Group	Idea Lab	RM	Innovator's Studio	RM	Outdoor Adventure	RM
		Nebulas: TK - 1st	Flor Chavez Lopez	108	Dr. Sharma	118	Bobka/Ms. T	Blacktop
		Stars: 2nd - 4th	Tracy Huang	109	Gio Hernandez	110	Marcos Medina	Blacktop
		Supernovas: 5th - 8th	Jordan Ridge	113	Paris Parks	103	Jordan Johnson	Blacktop
3:10 - 3:30			Transition & afternoon snack					
3:30 - 4:30	3rd Rotation	Group	Idea Lab	RM	Innovator's Studio	RM	Outdoor Adventure	RM
		Nebulas: TK - 1st	Dr. Sharma	108	Bobka/Ms. T	A	Flor Chavez Lopez	Field
		Stars: 2nd - 4th	Gio Hernandez	109	Marcos Medina	110	Tracy Huang	Field
		Supernovas: 5th - 8th	Paris Parks	113	Jordan Johnson	103	Jordan Ridge	Field
4:30 - 5:00			Closing Crew			Elementary Classrooms		

## Regular Daily Schedule

LOWER TK - 2nd	LOWER 3-5	MIDDLE SCHOOL 6th - 8th	HIGH SCHOOL 9th - 12th
3:30-3:45 Arrival, Snack, Check-In	3:30-3:45 Arrival, Snack, Check-In	3:45-4:00 Arrival, Snack, Check-In	3:45-4:00 Check-In
3:45-4:25  Academic Block Homework, reading, small groups	3:45-4:45  Academic Block Homework + targeted support	4:00-5:00  Academic Block Homework, intervention, support	4:00-5:00  Academic Block Credit recovery, office hours
4:25-4:55  Movement & Recess	4:45-5:00  Break / Recess	5:00-5:15  Break	5:00-5:50  Enrichment / Leadership
4:55-5:45  Enrichment	5:00-5:50  Enrichment	5:15-5:55  Enrichment / Athletics	5:50-6:00 Dismissal
5:45-6:00 Closing Circle & Dismissal	5:50-6:00 Closing & Dismissal	5:55-6:00 Dismissal	

WEDNESDAY All Grades	1:30-2:00 Arrival, Snack, Check-In	3:30-5:00  Enrichment / Clubs / Projects
	2:00-3:00  Academic Block	5:00-6:00  Choice Activities / Leadership
	3:00-3:30  Movement & Recess	6:00-6:30 Closing & Dismissal

The Lighthouse ELP operates immediately following the instructional day and is intentionally designed as a seamless extension of classroom learning. Together, the instructional day and ELP provide students with at least nine hours of combined learning, enrichment, meals, recess, and student supports each school day in accordance with ELO-P requirements.

The daily schedule balances three integrated program components that support the whole child:

- **Academic Support:** Students participate in homework assistance, literacy and mathematics reinforcement, intervention, small-group instruction, and independent reading designed to complement, but not duplicate, classroom instruction. Academic supports are differentiated by grade level and student need while reinforcing study skills, organization, and learner agency.
- **Enrichment & Student Choice:** Students engage in hands-on enrichment experiences that promote creativity, critical thinking, collaboration, and leadership. Programming includes visual and performing arts, STEM and maker activities, project-based learning, leadership opportunities, cooking, clubs, community-connected learning, and other interest-based experiences that allow students to explore new skills and passions.
- **Movement, Wellness & Athletics:** Daily schedules include structured movement, recreation, and healthy snacks to support students' physical well-being. Middle school students also have opportunities to participate in Oakland Athletic League athletics and other organized

physical activities that promote teamwork, perseverance, and healthy lifestyles.

The schedule is intentionally differentiated by grade span to meet students' developmental needs. Elementary students participate in age-appropriate academic support, movement, and enrichment blocks, while middle school students receive targeted academic intervention followed by enrichment and athletics. Wednesdays provide an extended Expanded Learning schedule that emphasizes enrichment, clubs, project-based learning, leadership, and student choice while maintaining academic support earlier in the day.

During summer programming, students participate in a full-day model that integrates morning academic instruction with afternoon enrichment rotations. Students rotate through structured learning experiences such as Idea Lab, Innovator's Studio, and Outdoor Adventure, providing consistent opportunities to engage in STEM exploration, creativity, collaborative problem-solving, and physical activity. This rotation model reduces transitions, maximizes instructional time, and ensures every student participates in a balanced sequence of academic, enrichment, and wellness experiences throughout the day.

Program schedules are reviewed annually through the Continuous Quality Improvement (CQI) process to ensure they remain developmentally appropriate, responsive to student needs, and aligned with the instructional day and the goals of LCPS's Expanded Learning and Community Schools initiatives.

## **Additional Legal Requirements**

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

### **Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):**

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

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than

10 to 1.

### **Regular Schooldays and Hours**

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

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Nonschool Days and Hours**

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

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Prioritizing School Sites**

#### **EC Section 46120(b)(3):**

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

### **Grades Served**

#### **EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

### **Partners**

#### **EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded

learning opportunity programs offered across their attendance areas.

### **Audit**

#### **EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

### **Snacks and Meals**

#### **EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture’s at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

### **Program Capacity, Family Fees, Sliding Scale**

#### **EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

### **Staff Minimum Qualifications, Ratio**

#### **EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

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

### **Program Components**

#### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the

following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

### **Third Party Notifications**

#### **EC Section 8483.4(b-d):**

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
  - (1) Death of a child from any cause.
  - (2) Any injury to a child that requires medical treatment.
  - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
  - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
  - (5) Epidemic outbreaks.
  - (6) Poisonings.
  - (7) Fires or explosions that occur in or on the premises.
  - (8) Exposure to toxic substances.
  - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.  
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.