

Lodestar

Expanded Learning Opportunities Program Plan

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LODESTAR

A Lighthouse Community Public School

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Lodestar

Expanded Learning Opportunities Program

— Site Demographics

Site Name	Project Daily Attendance
1. Lodestar, A Lighthouse Community Charter Public School	Pre-pandemic, we had approximately 180 students enrolled with 90% daily attendance = 162 students daily Now that we are back to full-time, in-person days on campus, we have approximately 120 students enrolled and attendance is at 90%. Our enrollment is lower because it is difficult to staff our program. Staffing has been a major problem. We have a waitlist and will add more as we can add staff.

Target Population	Percentage of School Population
➤ Low Income	89.7%
➤ African American	21%
➤ Latino	73%
➤ Asian	<1%
➤ White	<1%
➤ Other Race	5%
➤ English Language Learner	47%

Lodestar Expanded Learning Opportunities Program Plan — Table of Contents

<u>Introduction</u>	4
<u>1-Safe and Supportive Environment</u>	4
<u>2-Active and Engaged Learning</u>	6
<u>3-Skill Building</u>	8
<u>4-Youth Voice and Leadership</u>	10
<u>5-Healthy Choices and Behaviors</u>	13
<u>6-Diversity, Access, and Equity</u>	14
<u>7-Quality Staff</u>	17
<u>8-Clear Vision, Mission, and Purpose</u>	19
<u>9-Collaborative Partnerships</u>	22
<u>10-Continuous Quality Improvement</u>	23
<u>11-Program Management</u>	27
<u>12-Sustainability</u>	30

Lodestar Expanded Learning Opportunities Program

Introduction

The Lodestar After School Program (LASP), located at Lodestar, a Lighthouse Community Public School in East Oakland, has been operating a high-quality, K-8 after school program since 2016, building on the strong foundation established at its sister school, Lighthouse.

The following program plan was created in collaboration with community stakeholders and describes what components of the program have been in place since its inception in 2016, as well as plans for additional activities and supports for students in the next three years (2022-2025). The Lodestar core day and extended day program are designed in response to community needs and work in tandem — to provide physical and emotional safety, promote health, increase academic achievement, and positively develop youth through enrichment and agency.

Lodestar serves a diverse and high-need community: 95% are FRPM eligible, 47% are English Language Learners, 15% receive special education services, and 5% are unhoused. Our goal is to provide a free, safe, quality after-school program.

1–Safe and Supportive Environment:

- If the program will be located off campus, describe how students will travel safely to and from the program site.

The Lodestar After School Program (LASP), including summer programs, is offered directly on the campus of Lodestar. Therefore, transportation to and from the program site is not required. Lodestar students are already on campus when the LASP begins and they arrive to and from campus via their parent’s vehicles, the local bus system with a stop directly in front of our school, and a few students walk from the directly adjoining neighborhood. We have crossing guards, wearing reflective vests and school shirts, employed by the school, as well as school staff supervisors who greet students and monitor campus safety. Lodestar has an early release policy that has been in place for three years. Upon entrance into the program, parents are informed of these policies and sign waivers to ensure their understanding that students may only be released early from the program for a designated list of reasons and to approved persons.

When there are field trips, a local trusted transportation company is hired to drive students and staff.

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

Located on the beautiful and securely enclosed campus of Lodestar, our campus is locked and secure through the day, fully ADA accessible, and has a robust facility maintenance plan. Student safety is paramount at Lodestar and the LASP before, during, and after school. It is our number #1 priority. Due to recent increases in safety concerns in the surrounding neighborhood, a full-time security guard is on-site during school hours until all students and staff leave at 6:00 pm.

It is understood at the LASP that alignment between the school day and the LASP staff is critical, and in the case of emergencies, policies and procedures are exactly the same. The After School Program Coordinator (ASPC) is a member of the Leadership Team and works closely with the School Principal and Assistant Principal of Culture to create school-aligned health and safety policies and procedures for the LASP, ensuring that there is a safe and supportive environment at all times.

Health, safety, and behavior procedures are reviewed and updated annually by the school and the LASP leaders to ensure they are current and responsive. These are communicated to our staff, students, and families at the beginning of each year. Students and families enrolled in LASP attend mandatory orientation sessions (in English and Spanish, at multiple times to allow all families to participate) that review behavior expectations of students, as well as what parents can expect to ensure the safety of their child(ren).

Behavior expectations are aligned to school-day expectations and are described in the Lodestar Student Handbook. Lodestar and the LASP use Restorative Justice practices in addressing/repairing harm, and staff are trained in this method. When incidents of harm or violations of safety occur, the program staff documents incidents using an online system. Incidents are then communicated to relevant core-day staff and to parents on the same day of the incident. Appropriate follow-up steps are taken and documented as needed.

During the registration and orientation process, parents and families indicate their students' medical and health needs — staff are well-informed of the medical needs of students, which is tracked in the program's Student Information System, Aeries. Emergency contact information is collected and cataloged at that time to ensure smooth communication in case of an emergency. In addition, to participate, students must get their parent/guardian's permission and state how they will get home from the program. The school allows students to leave campus at times and by means that the parent condones and that is safe. When transportation is too costly for a student, the program provides bus passes on an as-needed basis.

To further ensure student safety, students wear uniforms; staff are identifiable by required lanyards; there is a robust visitor sign-in process during the program to ensure that only adults with school business enter campus, and we use a sign-in system that allows everyone to understand where students are located throughout the program.

For safety during emergencies, a School-Wide Emergency team includes after-school leadership and core day staff. Emergency protocols are reviewed and strengthened each year. Staff are trained extensively at the beginning of each school year via mandatory trainings and scenario planning. Protocols most commonly planned are evacuation, earthquake, and lockdown/active shooter drills. At a minimum, practice drills occur

quarterly. At the end of each drill, the Emergency Team immediately convenes in a “huddle” to debrief what happened, issues that arose, and problem-solving for future events.

All LASP and Lodestar core day staff are trained in first aid and CPR. In addition, the LASP staff engage in mandatory, annual sexual harassment trainings and trauma-informed practice. All staff are taught about when and how to make a report to Child Protective Services.

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

The majority of our students live in the two zip codes that have been the most impacted by COVID-19 in Alameda County. During over a year of distance learning, we saw the incredible value that is added to our school environment by our after-school program staff. Without the traditional after-school programming, we retained the LASP staff members as support staff. They stepped into these roles in meaningful ways to meet the individual needs of our students who were isolated at home. The fact that our after-school program and staff members are fully integrated into our school meant that we were able to have additional caring staff who know our students well who provided academic and well as emotional support remotely through Zoom. Now that we have returned to in-person learning, our LASP staff is running the after-school program with a focus on the increased needs of our students, many of whom are struggling in school and who have risk factors that create stress and trauma in their lives.

The foundation of the Lodestar After School Program (LASP) is a safe and nurturing environment that puts the social-emotional, physical needs, and academic needs of students first. Built on the research that expanded learning can build students’ protective factors, our program goes beyond basic student safety and intentionally builds a learning environment that enhances student attachment to school, school pride, and supports peer-to-peer relationships and mentoring adult-student relationships. Our theory of action is when students are known well by adults and each other, trust permeates the community. With trust and safety comes the ability to work hard, make mistakes, and explore new possibilities.

Lodestar received California Community Schools Partnership Program funding and one of the most significant ways the funds were used was to enhance our MTSS staffing. Lodestar has been building the capacity to bring positions and expertise in-house to meet the growing number of students with tremendous needs for special education and emotional support.

The culture of the Lodestar After School Program is built on equity and inclusion for all. The school and the LASP do not discriminate based on race, ethnicity, language spoken, ability, or sexual orientation. Lodestar is a public school and is open to anyone who chooses to apply given available space.

To create a safe social and emotional space, Lodestar and the LASP take a systematic and comprehensive approach to a strong and welcoming school culture. The culture is built on shared and expected practices of the staff, including welcoming and releasing students with respect, intentionally building trusting relationships with students, and holding students to

the high expectations necessary for strong academic and character outcomes. Staff are charged with getting to know their students well, and because we employ many alumni of Lighthouse, Lodestar's "sister" school, our staff know firsthand what an important role they play in our participants' lives. Staff are trained in diversity issues and inclusion techniques, including Restorative Justice practices. These practices reinforce our core values of Integrity, Community, Love, Social Justice, and Agency.

The school and LASP play a critical role in fostering Social and Emotional Learning (SEL) skills, as well as the physical health of students at Lodestar. The LASP prevents students from dropping out because of the strong partnerships with families and consistent expectations between the LASP and the core school day. The goal of the LASP is for students to come together in clubs, leadership settings, and academic help to be in safe and engaging spaces. Physical development and health are integrated into the LASP through athletic programming, clubs, and league sports. We integrate healthy nutrition and well-being into the program through our partnership with LunchMaster. When the services we provide are not enough for the family, staff, and leaders connect students and families to services outside of our school to provide access to healthcare and food security. To us, this is not an "add-on" this is critical to the current and future success of our students.

2-Active and Engaged Learning:

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.

The LASP provides targeted program activities extending Lodestar's regular school day, aiming to support all students in achieving greater academic success and positive youth development. Aligned with Beth Miller's insights on expanded learning programs, LASP activities foster attitudes and behaviors linked to school success and improved academic performance. We emphasize preparing students for high school, college, and future careers.

The LASP is instrumental in helping students master key state and national standards, focusing on The Four Keys to College Readiness: Key Cognitive Strategies, Key Content Knowledge, Key Learning Skills and Techniques, and Key Transition Knowledge and Skills. Informed by David T. Conley's research and stakeholder input, these keys form the foundation of our academic structures.

Creative Youth Development Framework integrates social-emotional learning and restorative practices. This framework cultivates creative, caring, and empowered individuals through mindfulness, reflection, and active engagement. Students are encouraged to express themselves using their voices and participate in the creative process, fostering confidence in self-expression.

Irrespective of their current achievement level, LASP provides targeted activities to enhance academic success. Students in need of remediation receive Tier 2 interventions led by reading specialists and credentialed teachers. "Power Hour" offers academic support, utilizing techniques to assist students with homework and content understanding.

Recognizing the importance of grade-level learning, especially for those behind in reading and math, LASP offers personalized math and literacy remediation classes during expanded learning hours. These classes are tailored to individual needs, ensuring content is at the appropriate level for each student.

- Describe the planned program activities and how they will:
 - a. Provide positive youth development.
 - b. Provide hands-on, project-based learning that will result in culminating products or events.

The program activities at Lodestar and the LASP are built on EL Education, a nationwide school model that puts students at the center of their own learning through hands-on, project-based learning, rooted in the needs of the community, culminating in service projects and/or a needed product. Because the LASP is so closely aligned to the core day, these practices of project-based learning, workforce development, “making” and design work, and authentic, collaborative learning, are fully infused in the expanded learning hours.

Classes and clubs take on authentic tasks that provide students the opportunities to think critically and act on issues in the community that are relevant to them. We will build on our track record of past success: over the past three years, our students have built gardens, volunteered at the food bank, fostered and trained orphaned dogs, created art on the impact of gun violence, painted murals, and made furniture for our school.

Athletics and sports allow students to participate in a variety of league and non-league sports such as soccer, basketball, volleyball, flag football, biking club, and running. Lodestar has joined the Oakland Athletic League. For many students, athletics is a way to get and remain engaged in school, leading to increased academic outcomes.

- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.

Not Applicable.

- How will student feedback, assessments, evaluations, and integration with the instructional day be used to guide the development of training, curricula, and projects that will meet students' needs and interests?

LASP's success hinges on meeting students' needs and interests, underscored by Lodestar's commitment to a culture of responsiveness. Student feedback is actively sought through culture surveys, providing insights into risks, needs, and strengths. Survey data informs program adjustments, such as introducing flexibility based on student requests for additional after-school time. School leadership engages students through focus groups and shadowing experiences during expanded learning hours.

Daily check-ins during after-school hours create a space for students to share thoughts and feedback with LASP instructors. Staff actively build relationships,

seeking regular feedback to spark ideas and address issues. This continuous dialogue led to the identification of the need for more cultural events and affinity groups, resulting in quarterly celebrations like the Black Joy Celebrations and Dia de Los Muertos festival.

3-Skill Building:

- Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.

Lodestar has developed the Lodestar After School Program in alignment with the core day program, to complement and continue student learning and exploration in a safe and loving space during the critical after school hours. During the summer we operate a Summer program that targets high school students who need extra support to complete their A-G required classes and students who want to earn college credit in our dual enrollment program we run in partnership with the Peralta Community College District.

After School Program

With ASES funding, Lodestar offers the LASP directly after the core day, running 3:30 - 6:00 on all days except Wednesday when it runs 1:30 - 6:30. In total, the after school program will offer 15 hours a week of programming for 36 weeks per year. There are three main components of the program:

1. Enrichment
2. Recreation/Fitness
3. Homework Support

An additional Project Block is included in the Wednesday Program when there are five hours of after school programming.

	Block 1 (3:30 - 4:30)	Recreation (4:30 - 5:00)	Block 2 (5:00 - 6:00)
Group 1	Enrichment	Recreation/ Fitness	Homework Support
Group 2	Homework Support	Healthy Snack	Enrichment

Homework Support: In our after-school program, students receive personalized academic support to enhance their reading and math proficiency, along with study skills. This targeted assistance addresses the needs identified in our annual survey, such as a lack of home support for content homework and the necessity for soft skills development. Lodestar is

committed to preparing students for college and career success by fostering mastery of key standards and empowering students to take control of their learning.

Enrichment: Our after-school program offers daily enrichment activities, providing students opportunities to explore passions, produce high-quality work, and develop 21st-century thinking and design skills. Aligned with the Eight Keys of Youth Development, these activities enable students to discover their identity, face new challenges, experience the pride of mastery, and enjoy life. Through enrichment, students develop agency, honing skills, deepening motivation, and cultivating habits like creativity, innovation, curiosity, collaboration, and communication. Emphasizing cultural exploration and expression, enrichment classes often conclude with final performances, celebrating student culture and positive identity development at the end of each semester.

Students sign up for enrichment classes by choice and based on passions. While some enrichments are offered twice per week (M/Th or T/F), others are offered four times per week (M,T, Th, F). Therefore, students take either one or two enrichment classes per semester. A sample of enrichment classes by functional area are as follows:

- **Fitness** - Basketball, Soccer, Kickball, Street Hockey, Softball, Track, and Four Square
- **Dance/Drama** - Yoga, Hip Hop Dance, Capoeira, Mexica (Aztec) Dance and Poetry
- **Art/Making** - Robotics, Ugandan Paper Bead Making, Photography and Graphic Design, 3D Printing
- **Music** - Cape Verdean Drumming, Orchestra, String Orchestra, Choir
- **Language** - Spanish for Native Speakers, Spanish for Spanish learners
- **Events:** Spelling Bees, Talent Shows, Cultural Celebrations

Recreation: Between the two major blocks of the After School Program — Homework Support and Enrichment— students move into Recreation time that mirrors the “Retreat” time of the core day and is a rotation of three activities: recess, fitness/wellness, and healthy snack designed around student agency and building healthy habits for life.

On Wednesdays, after school staff, with student input, plan special in-depth enrichment activities. Activities range from theme-based activities that celebrate culture to project-based activities in the Making Space. Students also have Literacy and Math Lab on Wednesdays to ensure time for academic work.

- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.

Built on a wide array of data (focus groups, surveys, achievement data, input from teachers, up-to-date after school research), the LASP responds to the needs of our unique community: safety in the expanded learning hours; increased access to academic interventions, social-emotional supports, high-quality enrichments and clubs; and programs that pave a way to success in high school, college and beyond.

The LASP is located at Lodestar, a high-achieving school of choice, in one of Oakland’s toughest neighborhoods. Our students are predominantly low-income, with 87.9% participating in the free and reduced meal program, 47% of whom are English Language Learners, and approximately 85% will be first in their family to attend college. Many Lodestar students come to school facing serious academic, social, and emotional challenges.

When we look at the academic hurdles our students face, as well as the needs of our working families, we see the need for even more robust interventions and safe options during after school hours. As such, we have built a program that responds to the needs of our students that will engage them in active and meaningful learning.

4–Youth Voice and Leadership:

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students’ needs and interests.

The LASP will only be successful if it meets the needs and interests of students. At Lodestar, there is a culture of listening to and responding to student feedback. The core value of Agency promotes student leadership to take responsibility for what matters to them. Students complete an annual Insight Survey to capture their ideas, bright spots, and areas of growth for the program, which are reviewed to inform staff training, enrichment offerings, and academic support. School leadership will also continue to host student focus groups and shadow students to learn about and respond to the student experience during the expanded learning hours.

Finally, through a daily check-in during after school hours, students are given time and space to share their thoughts and feedback with line staff. The After School Program Coordinator intentionally builds relationships with students, checking in regularly to get feedback and hear student needs. Often these conversations spark new ideas or raise issues that staff discuss at the LASP meetings and then incorporate into the program. The need for more cultural events and affinity groups was made known through this continuous seeking of student feedback. As a result, the program hosts quarterly cultural events and affinity group events, such as a Black History Month event and a Dia de Los Muertos festival. Similarly, interest in dance and martial arts has led to the partnership with Destiny Arts.

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

The core values of Community, Social Justice, Agency, Love, and Integrity are embedded in everything that we do in the Lodestar After School Program — to that end we have designed opportunities and spaces to encourage a student-driven environment where students can have true Agency, feeling empowered to share their ideas and take on leadership roles. After school staff and teachers serve as facilitators of this inspiring work. The LASP is realizing this vision, with intentional opportunities for youth to feel ownership of the program, take leadership for the things they care about and to share their feedback, interests and concerns.

Several tools such as quarterly surveys, and youth-led focus groups, assist in monitoring and evaluating the effectiveness of the program toward supporting students achieve on grade-level standards, preparing for college, and enriching their academic experiences with extracurricular activities. Involving youth in the decision-making and governance of the program is a critical component of ensuring youth are invested in the design, operation, and

evaluation of the program. Through focus groups and student leadership clubs, students provide their essential input to the program.

Two other ways students are involved in the design, implementation, participation, and evaluation of learning opportunities include monthly community meetings, at which students from the program come together for announcements and public appreciations, and to give input and feedback to the program; and student-led activities the first Wednesday of every month. A Student Leadership Club facilitates the process of identifying student needs and then devising activities to meet those needs. Past examples have included theater projects, gardening projects, Black History Month celebrations and demonstrations against gun violence in the community.

Through ongoing youth involvement, the LASP is responsive to youth and motivates students to attend; builds community, increases academic achievement, and propels the school closer to the fulfillment of its mission.

Program staff members are trained in eliciting youth voice through their facilitation, as well as Restorative Justice practices. Students have a great deal of choice and agency in the LASP, choosing what activities are best for them.

Overall, student voice and leadership are essential to the program's success. With structures in place, such as student leadership club, focus groups and surveys, the LASP engages student voice on a regular basis and students have direct influence over the program.

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

Agency is one of Lodestar's five core values. We define agency as "we are empowered to pursue purposeful action as life-long changemakers." To that end, we begin with the belief that students must be provided choice in their education.

Students need time and space to learn about things that they are interested in, as they respond to the question: "What problem do you want to solve today?" Through a learning process that includes goal-setting, work plan development, reflection, adult support, and public sharing of learning, students can have agency in their learning and take on increasing leadership roles. All students in the LASP choose which enrichment classes to take and if they need to spend additional time working on academics beyond the pre-planned time. Time and spaces are also available for student-initiated activities. For example, the student leadership club, with representation from students grades 3-8 is held once a week, to support students with projects that they devise. There is a teacher in the space to provide accountability, but the work is student-led. Students lead their own learning process, moving from being a learner to becoming a "teacher-learner". Examples of projects include installation art, working with a community partner to build a garden, doing a neighborhood clean-up, and raising money for a playground in the works for our new campus. These experiences help students make connections between what they are doing in school, after school, and their lives outside the programs. With the current staff shortages, students in grades 5-6 are coming together as a community to help when needed by offering to assist

program staff with essential daily tasks like attendance. Other exciting past examples of student leadership the LASP include:

- A group of middle school students decided they wanted to learn to play chess and asked for a parent's support. They raised money via the Go Fund Me to buy chess boards and materials and convinced the parent to volunteer to teach the Chess Club once per week.
- 3rd-grade students used the opportunity of moving into a new building to connect their science class standards (plants and genetics) with a landscaping service project. Core day teachers and LASP staff collaborated to support students to learn about and study native plants and make recommendations to the CEO about what species should be planted on the new campus. Culminating in a service day where students planted their recommendations, students and families were leaders of their own learning.
- Students, with adult support, put on a production of The Lion King in collaboration with Disney Productions. Students built sets, learned lines, made costumes, and performed to a packed house.
- Current 3rd and 4th graders are starting Service Learning Groups, with different roles that focus on ways they have chosen to contribute to the school community and beyond; roles include "Ambassadors", "Green Warriors", "Editors", "Appreciators", "Librarians", "Gardeners", and "Cartographers".

These are just a few examples of how students have the Agency to take on leadership positions in the LASP. These leadership opportunities are critical to their confidence and experience in applying to college and beyond.

5-Healthy Choices and Behaviors:

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

Lodestar has been built on the principle that if students are to reach their fullest potential, we must honor the fact that their social, emotional, and physical health and their academic success are inextricably linked. The Lodestar wellness plan includes guidelines for nutrition, nutritional education, physical activity, and social and emotional wellness. The LASP, in partnership with Lodestar, has a strong commitment and action plans to foster a safe, clean, and welcoming environment where all students and staff feel welcome and can thrive.

To that end, the LASP promotes a variety of healthy practices and program activities which include:

- Physical enrichments are available to all LASP students: flag football, basketball, and soccer. A large track and field on the campus support these healthy activities. Adding popular Destiny Arts classes will increase student's time engaged in physical activities.
- Free healthy snacks, in alignment with nutritional guidelines, provided by LunchMaster.
- Emotional health and inclusion fostered via counseling support made available to students in group and individual settings, providing students a safe, confidential space to work

through challenges.

Lodestar and the LASP disseminate health information and the school's student wellness policy to parents/guardians through the student handbook, school newsletters, handouts, parent/guardian meetings, and other communications. Outreach to parents/guardians emphasizes the relationship between student health and academic performance.

- Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

If our students are to be truly healthy, we know that social, emotional, and physical health needs must be woven into the culture and everyday practice of our program — and staff must model it.

In order to incorporate healthy nutritional practices into the Lodestar After School Program, our partner organization, LunchMaster, provides free healthy snacks for students, with extra servings made available for families to bring home. LunchMaster also hosts occasional cooking workshops with students, for which the organization provides all cooking supplies and recipes, and walks students through fun and healthy recipes. The Lodestar and the LASP wellness policy discourages the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free giveaways, or other means. In addition, Lodestar and the LASP have adopted nutritional guidelines which are consistent with 42 USC 1773 and support the objectives of promoting student health and reducing childhood obesity for all federally reimbursable meals and snacks provided to students. The LASP complies with California Education Code Section 49431.7 and federal regulations regarding Foods of Minimal Nutritional Value.

In alignment with California After School Physical Activity Guidelines, the LASP offers daily physical activities for students for 30 to 60 minutes. The activities are supervised by a trained staff member at a 20:1 ratio and integrate the eight key qualities of youth development. The physical fitness of students in the program using the California fitness test and results are evaluated on an annual basis and adjustments to the program are made depending on the data.

Staff development not only focuses on staff developing their own well-being (yoga, meditation, and mindfulness integrated into professional development), but also on the well-being of their students. Modeling good nutrition and wellness, staff share and teach mindfulness, yoga, and martial arts as key enrichments.

- Give 3-5 examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.

Some examples of nutritious snacks offered during the Lodestar LASP include:

- Hummus and carrots
- Whole oranges, apples, and pears
- Cheese sticks

- Zac Attack bars
- Nut-free cookies and milk

Snacks are served during the program and are also made available as students need a nutritional pick-me-up.

- How will the program staff model a healthy lifestyle and maintain a healthy culture and environment?

LASP staff are keenly aware of the connection between healthy practices, academic performance, and social-emotional well-being. LASP staff encourages parents/guardians to support the school's nutrition education program by considering nutritional quality when selecting any snacks they may donate for class parties. Staff model a healthy lifestyle in a variety of ways. Some examples from the Lighthouse ASP program include:

- A staff member who is part of a boxing club in Oakland, about which she tells her students regularly and encourages them to join her.
- Multiple staff members who ride their bikes to work daily share with students why they enjoy it so much and encourage students to participate in the Biking Enrichment in partnership with the East Bay Regional Park District.
- Staff who coach basketball, flag football, and soccer.

LASP leaders know that a healthy lifestyle is important for staff and students. At our internal quarterly Professional Development days, we always feed staff healthy food (eg. lean meats, hummus, vegetables/fruit). LASP only uses school funds to provide nutritional options. Staff members are encouraged to bring healthy, homemade food when they host potlucks.

Healthy competitions are a source of fun and well-being. Student/Staff basketball or soccer games are regular activities that lead to bonding and modeling healthy behaviors for our students.

Emphasis on overall well-being and self-care is integral to the program's culture. Staff meetings typically open with a grounding meditation, encouraging staff to relieve their stress through mindfulness. A culture of appreciation and gratitude is fostered in all spaces — when meetings close, staff go "tech down," turning off their phones and computers to appreciate and express gratitude for one another mindfully. In total, these practices create a culture of well-being and health.

6-Diversity, Access, and Equity:

- How will information about the program, including its address, be disseminated and made understandable and accessible to the community?

The LASP program is located on the school campus, which is small and self-contained. Finding the program is not a challenge. Because we have a significant ELL population, all information is available in English and Spanish. All students re invited to participate.

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.

At the LASP we believe that all young people have the potential to become lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the community, leading to a healthier, more joyful world. To that end, our singular mission is to ensure that our diverse, K-8 student population is prepared for college and a career of their choice. In order to achieve this, Diversity, Equity, and Inclusion is not a “nice to have,” it is a mandate and it is infused into all elements of the program, from leadership development to the student and family experience.

Over the past three years, school and program leadership have engaged staff, students, and families in our collective definition of “equity,” “diversity,” and “inclusion,” (DEI) and have built our muscles around these concepts. We hold shared definitions and have declared a set of DEI metrics that we seek to achieve over the next five years. We are assembling a group of stakeholders (staff, students, families) to be the DEI advisory group holding our leadership and system accountable to these metrics. We collect data from staff on an annual basis about our DEI practices and their impact on them.

Through this process, students and staff are learning to have difficult and courageous conversations about race and across lines of difference. Racial Affinity spaces have been created for staff and students alike to learn what it means to be a white ally or to heal from systemic oppression.

The LASP has led from the front on promoting diversity and creating opportunities to celebrate students' cultural and unique backgrounds from its inception three years ago, often modeling for the core day leadership ways in which to be inclusive to all.

The LASP promotes and celebrates the diversity of the student body at Lodestar through the following activities and structures:

- The LASP prioritizes hiring a diverse teaching staff who represent the diversity of the students whom they serve. Staff are recruited from the community, families, and alumni. As a result, after-school program staff is 100% people of color.
- Staff development and leadership trainings that focus on culturally relevant teaching practices (eg. reading, discussing, and celebrating texts by diverse authors). Zaretta Hammond's work of Culturally Responsive Teaching and the Brain forms the backbone of the professional development our staff receive.
- Cultural events are woven throughout the school year, including special celebrations of Dia De Los Muertos, National Hispanic Heritage Month, Black History Month, Juneteenth, Chinese New Year, and Asian/Pacific Islander Heritage Month. Students and families take real leadership in planning these events that most often include traditional foods, performances, and information about the culture we are celebrating. These cultural events are memorialized on our website/social media and in our annual full-color calendar that is published for all to see.

- The African American Male Achievement Initiative supports and honors the unique needs and strengths of our African American male students. This support group meets regularly and plans activities and actions such as participation in the local oratorical festivals, and the annual Black Joy Cookout, a time for all-black staff and students to celebrate their identities together.
- Daily Crew meetings and weekly “Real Talk Wednesdays” let students be known well and share their diverse backgrounds and experiences with each other and staff.
- Participation in “Challenge Day”, where students share their life experiences and family history in deep ways, leads to improved understanding of other peoples’ experiences, and how actions affect others.
- Engagement in enrichment classes where students explore their passions and make projects sharing something about themselves (eg. screen-printing in Art, “making beats” in Music, and participation on athletic teams).
 - Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.

The culture in schools is built on purposeful and meaningful relationships and is our most powerful asset. The notion that really knowing the students and adults — teachers, parents, and support staff — that touch those students weaves a cohesive web of support around each person in our school. This intentional relationship-building ultimately forms a tight-knit community that is singularly focused on our goal to support each child to reach his/her fullest potential. Our students with disabilities, English Learners (ELs), and students with other potential barriers must be provided equitable access to our programs. Many times, this means going above and beyond to reach them. There are many elements built into the LASP, aligned with students’ core day experience, to support students with disabilities, English learners, and other students who have potential barriers.

Lodestar students demographics are as follows: 95% are low-income, 20% Black/AA, 74% Latinx, 13% have disabilities, 45% are English language Learners. Every student is invited to join LASP during registration, back to school, and quarterly parent/student conferences.

To enroll students with disabilities, English Language Learners , students who are unhoused and other students who have potential barriers, many steps are taken. For example:

- Materials advertising the program are translated into English and Spanish.
- The LASP is promoted to all high school students via emails, texts, community meetings, and weekly announcements.
- In IEP and 504 meetings with families, the LASP is encouraged to offer potential interventions and a place for support. Students who need Tier 2 intervention are referred to small-group intervention and/or credit recovery in the LASP.

- Lodestar enrollment preferences have been adjusted to give lottery preferences for students who are experiencing homelessness.

- LASP hosts school-wide events open to all families throughout the year, such as Black History and Day of the Dead Celebrations, Earth Day, and Walk-a-Thon/Carnival days. The program is promoted to all students.

We ensure students and families, especially those who could feel “on the margins,” that they are valuable and important by employing people who speak their languages and understand how to bridge across differences. Partnerships between families and staff are keys to success, such as student-led conferences with parents attending and expositions of student learning to celebrate students’ work. Students enrolled in the LASP with disabilities or in need of additional social-emotional support will have the benefit of Tier 2 intervention with credentialed teachers, access to counseling and therapy on campus and dedicated LASP staff members who have built trusting relationships with students, providing additional support after school. Students are not “tracked” based on their ability levels, but rather are given the classroom supports and interventions they need to help them reach their fullest potential.

- How will the program create an environment that promotes diversity and provide activities and opportunities to celebrate students' cultural and unique backgrounds?

LASP is guided by the culturally responsive teaching methods used by the Core Day staff and it is in the DNA of the school to celebrate the deep cultural backgrounds of our largely immigrant community. Many of the most loved and well-attended events, like Dia de las Muertos and Black Joy celebration are a direct result of students wanting to express their cultural roots.

7–Quality Staff:

- Describe how the program’s administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.

Staff quality is of utmost importance to program quality and student outcomes. Therefore, we ensure that all of our staff meet the minimum requirements of having completed their AA degree. We ensure this by vetting the resumes of candidates. Only candidates who meet minimum requirements are granted an interview. Currently, 60% of our program staff exceed this requirement and have completed a four-year college degree.

- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.

High-quality education for traditionally underserved students is a vital remedy to poverty and societal dysfunction. We know that having a diverse staff who reflect the student population we serve is crucial to achieving this vision. We recruit staff through a variety of methods: job fairs, website postings, community events, social media, and presentations at universities and teacher-training programs. The LASP works hard to ensure that the ethnic diversity of program staff closely reflects the ethnic makeup of the students who participate — we are proud to say that our LASP staff is the most diverse group of people at our school, with currently 100% being people of color and/or directly from the neighborhoods our

students are from. Several strategies are used to retain staff, including opportunities for staff to provide input, feedback, and decision-making into the program; appreciations; celebrations; professional development, upward mobility and increased responsibility in the program; and competitive pay and benefits, including retention bonuses.

The LASP is relentlessly committed to ensuring quality expanded learning programming and that traditionally underserved students of color achieve our mission of completing college and securing the career of their choice. The LASP staff believe that this important mission is not only attainable; it is essential to transforming our Oakland community. Staff members' experience, knowledge and interests are shared with students as they are building community during check-ins, sharing points of challenge, celebrating successes and creating a space that feels physically and emotionally safe. Staff are also encouraged to discuss social justice issues that are impacting the Oakland community and to build relationships with families. Staff members are invited to bring their "full selves" to work and encouraged to create clubs, activities, and events that reflect that, where those interests intersect with those of students.

- Describe the type and schedule for the continuous professional development that will be provided to staff.

A program's quality is only as strong as its staff. Therefore, ongoing, continuous professional improvement is a cornerstone of the Lodestar After School Program. We know that teachers and staff must be continuously developed and grown in their practice of serving young people. Professional development for our ASP staff is comprehensive, ongoing and built into their weekly schedule. The planning of the LASP incorporates a thorough process for assessing the needs and strengths of staff and creates coordinated professional development opportunities that help them most effectively serve participants in the program.

Professional development starts with a robust and supportive onboarding process that includes deep dives into Restorative Justice training, relationship-building with students, parents, and fellow peers, student-engaged assessment practice, and culturally responsive teaching.

Aligned with in-school staff practices, each after school staff member has a Professional Development Plan that includes program-wide goals that are shared amongst everyone and an individual goal that highlights an area of their own growth. Strengths and needs are closely monitored through quarterly observation of staff by the coordinator. Feedback on performance is given on a regular, ongoing basis. Staff members are supported to achieve the following Core Competencies required for all LASP staff: Demonstrates the Value of Social Justice and Equity in Education; Expects High-Quality Student Engagement; Builds Optimal Culture during LASP time; Responds Effectively to Student Needs; Develops Meaningful Relationships with Students, Parents, and Colleagues; Is an Active and Engaged Teammate; Follows Through on Commitments; and Holds a Growth Mindset for Self, Students, and Colleagues.

Weekly staff meetings are used to celebrate successes, discuss and troubleshoot challenges, and do "quick fix" professional development sessions, i.e. the sharing of an interesting educational article, practicing a new team-building game, etc. Topics also include developmentally-appropriate discipline expectations, how to communicate with families, supporting students with disabilities, etc.

Quarterly, the after school staff has two days of professional development set aside for more in-depth inquiry. One day is shared with the whole K–12 Lighthouse Community Charter School staff, ensuring clear communication and involvement of LASP staff; and one day is LASP staff on their own.

The LASP calls on the expertise of trainers in the field of after school and youth development from such organizations as the Region IV After School Programs (of the Regional System of Support) and California School Age Consortium. It also asks its teachers and partner organizations with particular strengths in youth services to lead training for the after school staff, such as Restorative Justice practices and project-based learning in partnership with EL Education.

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Support) and California School Age Consortium. It also asks its teachers and partner organizations with particular strengths in youth services to lead training for the after school staff, such as Restorative Justice practices and project-based learning in partnership with EL Education.

In partnership with the Seneca Family of Agencies and with the Lodestar MTSS team, LASP staff will also receive training in trauma-informed practices, creating safe and supportive learning environments, and tiered academic supports.

A robust, built-in commitment to staff development is critical and in place at the LASP.

- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.

Not currently applicable.

8–Clear Vision, Mission, and Purpose:

- Describe how the needs of the community, students, parents, and school were identified (i.e. assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

At Lodestar and the Lodestar After School Program (LASP), we are deeply committed to transforming the landscape of education for historically underserved students in Oakland. As such, we have built a program that is based on the needs of our students, 89.7% of whom are low-income and 47% of whom are English Learners. We know we must be proactive in preventing dropouts by creating a responsive, student-centered environment. Because our students experience a great deal of trauma on a regular basis — over 25% of Lodestar students have elevated or extremely elevated risk factors associated with trauma as measured by the aimswebPlus BASC-3 BESS screener — our program ensures that each student receives the social and emotional support they need to learn and thrive, either to access to mental health services in-house or with a Seneca clinician. We will be able to provide much-needed 1:1 and group therapy to our students who need it the most. The LASP builds on our core belief that an exceptional education brings out each child’s unique light and potential, but that inequity in our public schools severely limits the potential of our students, their families, and the future of Oakland. Our mission is to prepare students for the college and career of their choice.

Our mission of preparing students for college and a career of their choice has never been more important. Trends for the students we serve are grave in our city and nation. Nationwide, only 14 of every 100 Latino students will receive a Bachelor’s Degree. Also at the national level, the average African-American 12th-grade student reads at the same level as an 8th-grade white student. The neighborhoods from which our current and future students come, composed predominantly of recent immigrants, can be characterized by high unemployment, poverty, linguistic isolation, and low educational attainment rates. In Oakland, only 72% of African American students and 69% of Latino students graduate from high school in four years. A disturbing 22% of students drop out before graduation. These trends have only gotten more alarming during the pandemic. Lodestar and the LASP exist to

counter these grave educational trends, working to ensure that ALL students — regardless of race, ethnicity, or income — are prepared to pursue higher education and live out their fullest potentials so that they may contribute to a healthy democracy and just society.

Feedback about our program from alumni and students is paraphrased in the following:

- There is no one at home who can help me with my content or skills homework.
- The school and its LASP must help students better develop their college-ready soft skills, such as time management, goal setting, study skills, help-seeking, and self-efficacy.

As a result of these key inputs, our program's academic assistance element allows for students to receive individualized content support while promoting student agency in the following ways by allowing student choice in as much of the program structure as possible.

Students can work collaboratively with each other, are encouraged to form study groups by their tutors, or work individually to complete work and meet deadlines. Students who lack the motivation or focus to go to the centers are coached and mentored to attend by their teachers, after school tutors (who typically come to school before the school day is over to check in with core teachers and students), and program administration. Through this team approach, students learn when to advocate for help and become increasingly more independent. Ms. Lewis, a resource specialist, states, "With this approach, I've seen my resource students become more independent because they are taking ownership of their learning."

But we know that the life of students cannot be dictated by school schedules and academics alone. An 8th-Grader in Art enrichment class says, "My enrichment class helps me find balance. At my age, I should have time for me to be myself." Drawing from the critical elements essential to the healthy development of young people laid out in the Eight Keys of Youth Development, students must be provided the opportunity to develop self-worth, discover who they are, their interests, be challenged, feel pride that comes with mastery, and enjoy life. In alignment with our mission to prepare students for college and a career of their choice, enrichment classes allow students to explore career paths when appropriate.

When we have the staffing capacity, the LASP will launch the African American Male Achievement Initiative at Lodestar to provide additional social-emotional support, encourage leadership development, build financial literacy, decrease suspensions and increase attendance, decrease the opportunity/achievement gap and increase literacy among participating students. Students participating in this initiative were selected because they have scored 4 or more (High and Moderate) on a social-emotional index; are high school students that identify as "Black" and "Male"; are students who have participated in Response to Intervention Tier 1 Services; and/or have received a Dean/Director Recommendation.

Our nationally-recognized Making, Art, and Design program provides our students a wide range of skills including welding, robotics, woodworking and programming. Powerful evidence that our students are deeply engaged is evident throughout our school. For example, in 2018 our 2nd graders worked on designing and prototyping our soon-to-be-built playground.

By systematically identifying needs in our community in partnership with families, we have

collaborated with core day staff to meet the needs of students and working families. Now, we are excited to include a robust partnership with the LCPS Clinical Team, the LCPS Special Education Team, and Seneca to provide increased social-emotional support for our at-risk students. Our program's design both builds on the strengths of our core day: relationship-based learning, project-based learning; and adds its own after-school "flair" to it, by providing students with enriching academic support taught in small group settings.

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

Using the Leading Indicators for Quality Programs as published by the Center for Youth Program Quality, Lodestar will use a data-driven model to drive the ongoing assessment and improvement of our program as we work toward the following goals:

- Students are supported in the development of their academic skills aligned to California state standards, content, and character through the continuation and deepening of their individualized goals.
- Students are empowered to explore new passions and deepen existing passions through a robust and engaging enrichment program. Enrichment opportunities are skills-driven, fun, culturally rooted, and ideally culminate in a final project or product with an authentic community impact.
- Students are provided opportunities for learning and agency around nutrition, physical activity, and social-emotional support that develop the whole child.

The following measures will be used to inform progress, using surveys and assessment:

1. Students in the program will show at minimum 10% growth each year on the CAASPP.
2. 80% of students and families report feeling safe in the program.
3. 80% of students are satisfied with their enrichment opportunities.

Lodestar uses the cycle of Continuous Quality Improvement to persistently collect data, analyze new research, observe programs, gather stakeholder input, and collect and analyze research-based indicators for academic performance, attendance, and positive behavioral change. These will be used to assess and inform the ongoing program design, as well as professional development needs.

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

At Lodestar, we take stakeholder engagement very seriously — stakeholders include the youth we serve, their families, program staff, school site partners (principals, core day teachers, counselors), and community partners. A key portion of our Theory of Change is "All stakeholders feel they have a voice in decision-making." We even measure how well we are doing on this via staff, student, and family surveys. Unlike many other expanded learning programs, the Lodestar After School Program was developed by school faculty and administration and is housed under the same organizational vision as the K-12 school, so

collecting input and feedback is in close proximity to our regular school day. There are several methods that ensure effective communication between the school day and expanded learning staff and administrators, families, and other partners and how we engage all stakeholders in the creation of the program, mission, vision, goals, and expected outcomes:

- Based on the “assess, plan, do” model of continuous quality improvement, we look closely at our program quarterly for small adjustments and annually for larger shifts. Students and families, in focus groups and surveys, are engaged for feedback at these important times.
- The After School Program Coordinator (ASPC) and school site leaders meet once every two weeks in a formal check-in to problem solve, evaluate program efficacy, and share best practices.
- Core teachers are obligated to spend at least one afternoon per week in the expanded learning program, communicating with staff, and supporting students. Several credentialed teachers will also lead Tier 2 academic intervention during LASP for students who qualify.
- The ASPC and LASP teaching staff are part of a holistic Coordination of Services Team that ensures at-risk students are receiving the appropriate supports.
- The ASPC is on campus full time, being a supportive and visible leader to students, parents, and staff both during the core day and expanded learning hours. The ASPC attends all leadership team meetings where school-wide initiatives are discussed, including the LASP. The Principal of the site and the ASPC participate in academic walkthroughs of the program and core day to ensure alignment of pedagogy.
- LASP teaching staff working with youth participate in whole staff professional development sessions that occur quarterly to align their practices to the overall mission and shared practices of the school.
- LASP teaching staff and core day teachers have formal check-in meetings quarterly to manage student cases, share best practices, etc.
- LASP teaching staff conduct quarterly observations of core teachers and debrief as a part of their professional development to become better instructors.
- Several LASP staff are employed during the regular school day as paraprofessionals.
- Students are surveyed bi-annually on their experience at school both during core and after school hours. This data is carefully studied and responded to in after school community meetings which are student-led.
- A weekly staff newsletter highlights after school professional development learning, events open to the whole community, and learning and news from the LASP. A monthly parent newsletter does the same.
- Quarterly events such as Spelling Bees, Talent Shows, dance performances, martial arts demonstrations, orientations to the program, and Back to School Nights function as important touchstones for ongoing communication with all stakeholders.

9–Collaborative Partnerships:

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
- List and describe at least 3-5 collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.

Currently, Lodestar and the LASP are key collaborative partners with our sister school, Lighthouse and the Lighthouse After School Program.

EL Education is nationwide education model that promotes real-world, project based learning. EL coaches provide professional development for staff.

LunchMaster: Provides healthy snacks and nutrition education. Lodestar operations staff meet with LunchMaster representatives three times per year and discuss breakfast, lunch, and LASP snacks. LunchMaster also partners with LASP for occasional cooking workshops with students, for which they provide all cooking supplies and recipes and walk students through a fun and healthy recipe..

Bay Area Charter Schools Athletic Conference (BACSAC): Provides a network of teams and resources for students participating in LASP athletic opportunities, such as basketball, soccer, and flag football. This is the league our students play in.

Girl Scouts is a popular activity that offers youth development programming.

Families in Action for Quality Education is a regular collaborator with an MOU in place to provide literacy education for families.

Future partners:

The Bay Area Mural project is poised to work with LASP and has provided a letter of support and is planning a 9-week art curriculum with a mural as a finishing project.

Planting Justice is an social justice urban gardening organization that staff and students have identified as a desired field trip and follow-up cooking classes.

EAST BAY SPCA: to give our K-8 students opportunities to work with the Relief Dog Program. This program will introduce students to the care and knowledge of dogs, provide information about rescue dog programs, and bring support animals into the classroom during study times for ELP.

SCOUTS: The Boy and Girl Scouts of America offers inclusive Cub Scout Programming for all genders to promote service programs in the school and community.

10–Continuous Quality Improvement:

- Describe what measures of student success (e.g., school attendance, students and parent satisfaction, academic improvement, feedback from instruction day teachers) will be collected to help the program(s) assess and improve the quality of academic enrichment opportunities. Explain how the measures are coherent with the instructional day and the goals of the program.

The Lodestar After School Program (LASP) has a strong track record of collecting, analyzing, and responding to data, in partnership with Lodestar’s core day team. A culture of continuous improvement based on the use of data from multiple sources is infused into the program.

Two main measures of student success will be used to assess and improve the quality of the LASP:

- Student Attendance — We seek to have 94% ADA in the program which correlates to the targeted core day attendance rates. This data is collected and analyzed on a monthly basis by program leadership.

- CAASPP scores — We seek to increase the percentage of students meeting or exceeding the standards by 10% annually. Students who participate in the Lodestar After School Program are expected to meet this growth target. This data is collected and analyzed on an annual basis by leadership.

These measures are 100% congruent with the instructional day program, as these indicators are important benchmarks for our K–12 programs. As we collect, study, and analyze the data, we will disaggregate by subgroups, as well as compare the results of students who participate regularly in the program versus students who do not.

In addition to the student achievement data, we also administer surveys to students, families, and staff to monitor their engagement and satisfaction. The totality of data is analyzed and monitored quarterly by our Instructional Leadership Team which includes expanded learning leadership. Our Board of Directors monitors and reacts to the data on an annual basis. Finally, annual monitoring by the Oakland Unified School District keeps the school on track with its charter. At least bi-annually, we share data back out with our staff and families in the “State of the School” presentation.

We utilize robust, tested platforms to ensure our data is housed, accessible, and digestible: Schoolzilla to house the data, Panorama to administer the surveys, Aeries to house student information. The LCPS Data Team, including our Chief of Staff, Director of Technology, and Data Manager are responsible for collecting, monitoring, and distributing data to school and program leadership.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at <http://www.afterschoolnetwork.org/post/quality-standards-expanded-learnin>

[g-california](http://www.cde.ca.gov/ls/ba/as/implemetation.asp)). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

The LASP is built on a model of Continuous Quality Improvement (CQI), from the very "macro" of the program (i.e. are students achieving the goals of the program?) to the micro (i.e. how can we improve our lesson plans to be better tomorrow?) It's a mindset and a system to ensure that we use data from multiple sources to assess the strengths and challenges of our program.

The goals of the LASP are outlined in a board-adopted Lodestar strategic plan that defines our strategic priorities, which are aligned to our LCAP goals, as well as increments for expected annual growth. Our strategic priorities dashboard is a round-up of all internal and external data that we collect. This dashboard is updated and evaluated regularly by school leaders and at board meetings. Highlights that relate most to after school programs:

Priority #1: Educational Justice and Excellence: Improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.

Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college.

- A. In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student subgroups.
- B. 60% of Emerging Bilingual students advance at least one ELPI Level or maintain a Level 4.

Priority #2: Culture of Shared Responsibility for Equitable Outcomes: Create a high-performing team culture grounded inequitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.

- A. Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.
- B. Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.
- C. Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)
- D. 50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx

Priority #3: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

We guarantee our commitment to Oakland children and families.

- A. 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.
- B. Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.

Priority #4: Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.

Our students are at school and engaged every day.

- A. Attain attendance of 96%+ at each school and across all student groups.
- B. Decrease chronic absenteeism by 2% yearly and meet a goal of 5% or less.

We have a sustainable financial model.

- A. Enroll 100% of budgeted seats every day.
- B. Finish the year with a board-approved contribution to reserves.

Priority #5: College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4-year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.

Our students and graduates are college and career-ready.

- A. 90% matriculation to 2 and 4-year colleges and universities for the class of 2022 by student subgroups
- B. 80% of students in all subgroups earn at least 9 units of college credit by graduation.
- C. Attain 90%+ A-G completion for all student subgroups

In order for the LASP to realize its vision, mission, and goals of preparing students for college and a career of their choice, the program must be in a state of continuous improvement, using multiple forms of data from myriad sources to assess strengths and weaknesses and create improvement plans accordingly. Everyone — from leadership to students — must weigh in on how to improve the program toward our goals.

The LASP leadership uses the cycle of continuous improvement: Assess, Plan, Do. Building on Lodestar's Outcomes and the Quality Standards for Expanded Learning, LASP leadership set annual goals and action steps with associated timelines for feedback and evaluation. To launch this goal-setting, the LASP leadership, principals, and Chief Academic Officer (CAO) set a vision for the year.

Based on data and input from stakeholders, key improvement goals and associated action steps and timelines are set.

Improvement goals have ranged from "10% more of participating students will meet or exceed state standards as measured by the SBAC" to "Black students will feel a deeper sense of belonging and inclusion at school as measured by the Insight Survey." We have a proven track record of improving the quality of our program when we use this process. For example, we noticed that black students were not participating in our program at the same rates as other groups. We analyzed the attendance data, interviewed black students and their

families, and solicited input about what would make the program feel more welcoming and inclusive. From the qualitative and quantitative data, a plan was set out: create affinity spaces and provide students resources to create the African American Affinity space.

The school site principal and ASPC, held accountable and supported by the CAO are responsible for data collection, analysis, and evaluation.

We will use the annual timeline to drive the CQI process:

April–June: Analyze exit data of students, staff, and families and student achievement and attendance of all participating students. Conduct focus groups of students and families as needed to learn more. Annual reports to CDE, Board of Directors due. Data reported out to families.

June: Set CQI goals for next school year.

July: Leadership hosts retreats for staff who support the CQI goal.

August: Program begins. CQI goals are shared with school-based staff and families.

September: Line staff set personal professional goals based on the CQI focus of the year.

October–December: Observations, walk-throughs, shadowing students conducted with CQI focus in mind; feedback provided to line staff and program leadership by the CAO and principal. Weekly checks of CQI process at staff meetings.

November: Student experience survey given and analyzed.

January: Family survey given and analyzed; staff survey given and analyzed.

February: Data retreat for program leadership and principals to provide guidance on the CQI goals for the remainder of the year.

April–June: The cycle begins again! See above.

The LASP program staff are trained to use CQI to consistently self-rate. LASP staff have a checklist, based on the Quality Standards for Expanded Learning, and score themselves on indicators of quality instruction every week. They then share these checklists with their supervisor to identify areas of strength and growth. The LASP leadership uses the Programmatic and Point-of-Service Quality Standards to identify their focus for the year.

The LASP are currently targeting the Quality Staff as their major focus at the Programmatic level, as recruiting and retaining quality staff is essential for building a strong foundation for the program. Once quality staff are hired and the shortage resolved, the LASP will target a Safe and Supportive Environment and Active and Engaged Learning as the areas of focus, hopefully, for the 2022-23 school year. As staff gain more experience, we have an increased focus on skill-building and formalizing structures for youth voice and leadership to support even more students in taking on leadership roles. LASP leadership have formal meetings to review data with staff and support staff in working towards these goals. During each

Professional Development day all LASP staff build their skills in the areas of focus. Lodestar has a history of complying with all requests for information and reports from the California Department of Education. Required data includes program attendance, school day attendance, CAASPP Scores, Annual Performance Reviews from the district, and annual financial audits.

Undoubtedly, with a lens on continuous improvement and the data to back it up, the LASP was, and will be, well-equipped to serve its students.

11-Program Management:

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.

It is truly PEOPLE who make magnificent programs run, so the lion's share is requested for leadership salaries and the salaries of the teachers and staff providing direct services to students to support their academic growth and social-emotional learning.

The base of hourly instructional staff is \$20/hour. In addition to this base, teachers are provided boosts to their hourly wage if they have advanced degrees, speak Spanish, and/or are alumni of Lodestar. In addition, if an expanded learning teacher works up to .75 FTE, the school pays for 100% of their medical benefits. Each employee is provided a generous retirement plan with an 8% match by the school.

Books and supplies comprise \$15,000 of the annual budget.

With these resources, we are certain we can increase academic outcomes for our students.

- Provide the program organizational structure including succinct description of staff roles (e.g., "Staff responsible for homework support for grade three and science activities for grades three through five."), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.

The LASP has a staffing structure that ensures the attainment of the goals stated in the program design. An Organizational Leadership Team, comprised of site leaders and after school leaders, meet regularly to keep core day and expanded learning programs in alignment, troubleshoot, and collaborate on organizational priorities. Ideally, the LASP team member structure is as follows with the the outlined roles and responsibilities:

- The After School Program Coordinator (ASPC) oversees the schedule of academic intervention and enrichments. S/he supervises and coordinates the credentialed teachers, paraprofessionals, and counselors involved in the program. In addition, s/he oversees the staff that is hired and placed at Lodestar by the partnering organizations and works with those program coordinators to ensure high-quality instruction is carried out. S/he meets with staff weekly and plans professional development for staff. In addition, she is an important point of contact for students and families, being one of the strong "culture carriers" of the LASP. The ASPC is supervised by the site principal. They meet weekly to align programs and check in.

- The Expanded Learning Administrative Assistant oversees the administrative, operational, and community relations of the program. Monitoring attendance, writing communications, liaising with operational staff (janitors, food service, etc.) are key responsibilities. He/She supports and is supervised by the ASPC.
- Credentialed teachers, who also teach during the core day, work for about an hour 4 days per week to support students with remediation and academic intervention. In addition, teachers receive stipends to coach students. They are supervised by the site principal but are coordinated by the ASPC for the purposes of the program.
- The LASP teaching staff support students in grades K - 8 in Power Hour Classes. These staff lead daily Crew (a student advisory of 10-15 students), who meet for 15 minutes/day on Monday, Tuesday, Thursday and Friday and 1 hour on Wednesdays; they also provide, at minimum, an hour of academic support for students working on a particular subject. The LASP staff also support with Enrichments for 1 hour each day (eg. Stories and Rhymes, La Vida Artistica, Journalism, LASP Athletics, and High School Making and Design).

The overall program structure is supported by and held accountable by a home office team. The CEO oversees the strategic vision for the program, in alignment with program goals. The Chief Academic Officer (CAO) supports the site leadership to carry out powerful collaborations with expanded learning staff, and sets the vision for professional development of the sites. The Chief of Staff supports the important data collection to ensure program accountability. A team of finance and development staff also support the program via grants and budget management functions. The Director of Talent supports the ASPC to hire the staff and supports the evaluation and supervision process of those staff.

Professional development and written and in-person communication are critical to the program's smooth operations.

Quarterly, the ASPC and core day staff come together to learn and build community through all-day staff retreats. These quarterly days are vital to align around the vision and purpose of our programs; learn together in racial affinity groups; conduct kid talk, and make plans for the coming quarter.

Weekly, LASP staff are convened for professional development, planning, and communication. The ASPC leads the group in team-building and uses the Cal-SAC modules for content for PD. Topics range from lesson planning to classroom management, relations with family members and restorative justice. Expression of appreciation and gratitude, rooted in our core values, support the establishment and sustaining of strong staff culture, leading to retention and high levels of staff engagement.

Daily, LASP staff convene for 10 minutes after each program day to "huddle" to celebrate challenges, name mistakes, and problem-solve for the next day.

Written communication to staff via a weekly "Monday Minute" highlights important happenings in the LASP for expanded learning school and core day staff alike. Families receive communication from the program on a monthly basis.

Weekly check-ins with the CAO to receive coaching on dilemmas and growth areas and examine program data, new and emerging research, and best practices in the field.

Support in learning and growth through a supportive evaluation process, including 360-degree feedback from staff and peers, self-reflection, and goal setting. This process, the Leadership Evaluation Rubric, is based on the seminal leadership work and leadership competencies laid out by Kouzes and Posner, *The Leadership Challenge*.

Resources and time devoted to after-school leadership attending external leadership trainings provided by the National Equity Project, the California School Age Consortium (CalSAC), the Seneca Family of Agencies, Responsive Classroom, and Restorative Justice.

Via ongoing, weekly staff meetings, our leadership development and reflection support better whole staff trainings and development. For example, the ELP staff are all reading two central texts to which staff refer regularly: "Kids Deserve It" — a text to get staff thinking about their "ways of being" with youth and how they show up to do the work every day; and "Discipline that Restores" by Ron Classen — a text that aligns with our Restorative Justice practices. The SHP staff also participate in team-building activities between the Lighthouse school site and our sister school site, Lodestar, which runs its own after-school program for grades K-8. Staff share ideas, build community, and engage in readings and activities like role-playing student/teacher conflicts to practice using Restorative Justice strategies.

- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.

A culture of Continuous Improvement is a part of the Lodestar model. Quarterly, staff come together to do a program step-back to talk about and plan for what is going well and what needs improvement. From these cross-stakeholder conversations, plans for the next quarter are hatched and overseen by the program coordinator. A deeper dive is taken annually, every spring, when school and after school leaders meet to reflect on program effectiveness and areas for improvement, in line with the CQI process. The group is convened and facilitated by the CEO. First, data is analyzed. Is the program delivering on its metrics? Then, program coordinators share their "On the ground" observations. These two important quantitative and qualitative data pieces are analyzed — and from there, goals are set for the following fiscal year. As appropriate, external stakeholders are involved.

- Describe the system in place to address the following program administration requirements:
 - o Fiscal accounting and reporting requirements.

A financial team supports the robust fiscal and reporting requirements of this grant. When awarded, grants are input into a database that allows for reminders about due dates etc. Checks and/or deposits are coded using the California SACS system and expenses are also tagged using this system. All expenses for this grant are restricted and are tagged as such in our Netsuite system. This system allows for reports to be pulled quarterly. An accountant enters financial data into the system and the Director of Finance does a quality control check before submitted. The Chief of Staff ensures reports are submitted on time and holds the team accountable.

- o Obtaining local match (cash or in-kind services) of one-third of the state

grant amount (*EC* Section 8483.7[a][7]).

A 1/3rd match for this state grant is built into the budget's general operating expenses during the annual budget development cycle.

- o Attendance tracking, including sign-in and sign-out procedures.

Student rosters are developed weekly. Students must sign in (and attendance is taken by line staff) and parent/guardians must sign students out daily; Sign-in and sign-out sheets are maintained in the after school office. These attendance sheets and sign-in and sign-out sheets are reviewed on a daily and weekly basis by program staff for completeness and accuracy, and then are scanned and uploaded into the LCPS Google Drive for audit and QC purposes. Attendance reports are QC'd quarterly.

Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance Web page at <http://www.cde.ca.gov/ls/ba/cp/earlyreleaseguide.asp>.

LASP has an early release policy that has been in place since the beginning of LASP in the 16-17 school year. Upon entrance into the program, parents are informed of these policies and sign waivers to ensure their understanding that students may be released early from the program for a designated list of reasons. LASP Policies around arriving late and early release are part of general LASP policies for documenting student attendance and are generally oriented to identifying the reasons why students are leaving before the end of the program.

12–Sustainability:

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.

School and program staff have a strong record of managing school and program finances, showing a positive operating income almost every year and raising approximately \$700,000 annually for school operations. The Senior Leader Team will also work together to implement specific strategies to promote long-term community support for their participation in the program. They will:

- Identify specific sources of public funding that release annual requests for applications and apply collaboratively for these sources;
- Identify private funding sources from among the many Bay Area and statewide foundations that fund youth programming;
- Publicize the program's existence through brochures, flyers and information on the Lighthouse and partners' websites;

- Raise awareness of the program's successes through youth presentations, open houses, visits to the offices of elected officials and public administrators, and presentations to the City Council and Board of Education;
- Garner support from key champions in the community, including elected officials, public administrators, experts in after school programming, and foundation officials; and
- Ensure that the program's vision, activities and management are continuously assessed and revised to be relevant to the interests of young people and effective in meeting their most critical needs.

We will continue to find and cultivate individuals, foundations and corporate partners to help us sustain this critical transition work. As a charter school, fiscal freedom allows us to commit state dollars to our academic priorities. If this grant were terminated, we would work with staff to ensure program continuity on state dollars and available philanthropy.

Every year, the budget of the LASP is revisited with two things in mind: meeting the ever-changing needs of our students and financial sustainability. While 21st CLC funding will make an amazing program, we realize should it terminate, we need to sustain the program via partnerships and funding sources.

Lodestar is very fortunate to have a mission-driven, competent, small, but mighty development team whose function it is to raise funds and awareness for our programs, including the LASP. The team is composed of a Development Director and Development Officer. Through a comprehensive, annual fundraising plan, the team raises approximately \$700,000 annually via events, annual campaigns, grant writing, and corporate sponsorships to be applied to Lodestar programs. Relationships with donors and foundations are nurtured through a series of events and connections. In addition, the development team is charged with marketing our programs and elevating stories of our success.

The Sustainability Plan and resource use for the program is the responsibility of our CEO and is revisited on an annual basis as we make plans for the upcoming year's budget. With input from program leadership and support from the Director of Finance, we analyze sources and uses of funding and allocate dollars based on student need and availability.

Every year, funders like The Rogers Family Foundation, the Irene S. Scully Foundation, the Quest Foundation, the Warriors Community Foundation and individuals step up to fund our programs. Should the very unfortunate event happen of not being funded via ASES, we would double down with our current funders to ask for support. In addition, we would work to creatively partner with surrounding organizations, such as Playworks, Oakland Leaf, Galileo, and Destiny Arts to bolster our program's offerings.