

Lighthouse Expanded Learning Program:

Education and Safety Program Plan

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LIGHTHOUSE

A Lighthouse Community Public School

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Indicate the appropriate scope of the plan from the following:

- A. Local Educational Agency (LEA) (Including COE and Direct Funded Charters)**
- B. City**
- C. County Board of Supervisors**

Authorized Signatory (Fiscally responsible for the program.)

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Lighthouse Expanded Learning Program — Site Demographics

Site Name	Project Daily Attendance
1. Lighthouse, A Lighthouse Community Public School	180

Target Population	Percentage of School Population
➤ Low Income	84%
➤ African American	10%
➤ Latino	83%
➤ Asian	1%
➤ White	4%
➤ Other Race	2%
➤ English Language Learner	53%

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Lighthouse After School Education and Safety Program Plan

Introduction

The Lighthouse Expanded Learning Program, located at Lighthouse, A Lighthouse Community Public School in East Oakland, has been operating a high quality, K-8 after school program since 2007.

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, as well as plans for additional activities and supports for students in the next three years (2023-2026). The Lighthouse 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.

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 Expanded Learning Program (ELP) is offered directly on the campus of Lighthouse. Therefore, transportation to and from the program site is not required. Lighthouse students are already on campus when the ELP 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.

- 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.

Student safety is paramount at Lighthouse and ELP, before, during, and after school. It is, and must be, our number #1 priority. It is understood at ELP that alignment between the school day and ELP staff is critical to allow for a common student experience, and in the case of emergencies, policies and procedures are exactly the same. To that end, The K-8 Principal of Culture and Expanded Learning works closely with the School Principal to create school-aligned health and safety policies and procedures for the ELP, ensuring a safe and supportive environment at all times.

Health, safety, and behavior procedures are reviewed and updated annually by school and ELP 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 in ELP 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 Lighthouse Student Handbook. Lighthouse and ELP 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 documents incidents using an online system. Incidents are then communicated to relevant core-day staff (i.e. Assistant Principal) 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 the medical and health needs of their students — staff are well-informed of the medical needs of students, and that 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 are required to get their parent/guardian’s permission and must state how they will get home from the program. The school allows students to leave school at times and by means that the parent condones and that are 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 short meeting to debrief what happened, issues that arose, and problem-solving for future events.

All ELP and Lighthouse core day staff are trained in first aid and CPR. In addition to the traditional emergency procedures that are practiced and reflected upon, the ELP 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.

Located on the beautiful and securely enclosed campus of Lighthouse, our campus is locked and secure through the day; fully ADA accessible; and has a robust facility maintenance plan. Cleanliness and “the having of beautiful spaces” is a key operational value; student work, photos, and art are proudly displayed.

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

The foundation of the Expanded Learning Program (ELP) 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.

Responsive to the needs of our students, many of whom are struggling in school and who have risk factors that create stress and trauma in their lives, Lighthouse has entered a partnership with the Seneca Family of Agencies. Together, our agencies provide tiered academic and social-emotional supports. Students who require academic interventions receive targeted academic help in reading, math, and science. Those who require social-emotional support receive access to individual and group counseling from Seneca staff and interns.

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

To create a safe social and emotional space, Lighthouse and the ELP take a systematic and comprehensive approach to a strong and welcoming school culture. The culture 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, our staff know first hand 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 ELP play a critical role in fostering the Social and Emotional Learning (SEL) skills, as well as the physical health of students at Lighthouse. The ELP prevents students from dropping out because of the strong partnerships with families and consistent expectations between the ELP and the core school day. Because we know students come to school with many burdens, the ELP partners with the Seneca Family of Agencies to provide counseling and therapy for students who need it. Students come together in clubs, leadership settings, and affinity groups to create and be in safe and engaging spaces. Physical development and health are integrated into the ELP 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 ELP offers intentional program activities that extend the work of Lighthouse’s regular school day to support ALL students to greater academic achievement and positive youth development. Collectively, the program activities offered achieves what Beth Miller cites as a benefit of robust expanded learning programs: “increases in attitudes and behaviors linked to school success” and “improved academic performance.” We believe that the ELP must play a pivotal role in supporting our students go to high school ready to tackle the content and skills that will prepare them for college and a career of their choice. Therefore, the ELP helps students master key state and national standards and develop The Four Keys to College Readiness. The academic structures of the program are built on David T. Conley’s decade of research in the development of the Four Keys of College Readiness and input from students, alumni, and teachers. The Four Keys that our program helps students develop are: Key Cognitive Strategies; Key Content Knowledge; Key Learning Skills and Techniques; and Key Transition Knowledge and Skills.

Regardless of a student’s level of achievement, there is a targeted program activity to increase academic success. Students who need academic remediation will receive Tier 2 level interventions, taught by reading specialists and credentialed teachers. Students needing support to understand content will receive academic support through “Power Hour,” taught by ELP staff using techniques to help students with their homework.

Students' access to grade level learning is essential for their success in school and preparation for high school and college, yet many of our students arrive multiple grade levels behind in reading and math. To that end, math and literacy remediation classes are offered in expanded learning hours. These classes are personalized and at the “just-right” level for our students.

All ELP supports are taught using engaging instructional practices that put students at the center of their own learning. Overall, the ELP offers comprehensive activities to students, knowing that expanded learning is not “one size fits all.” Students are encouraged to use their agency to find what fits best for them.

- 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 Lighthouse and the ELP 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 community's needs, culminating in service projects and/or a needed product. Because the ELP 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.

The ELP expands what is relevant for students to learn to be prepared for the 21st Century. For example, our program integrates “Making” — an iterative process of tinkering and problem solving that draws on a DIY mindset — helping students develop identities as designers and creators. Using their agency, our students and families are encouraged to start clubs.

ELP offers a wide variety of clubs:

Athletic teams that play in a district-wide league

-Co-ed flag football

- Girls & Boys Basketball

- Girls and Boys Soccer

-Student Government classes are led by our Youth Leadership Developer to empower students to have a proactive voice in school activities

-Girl Scouts has partnered with the ELP to expose our elementary school girls to STEM, life skills, and outdoor experiences such as camping

- Destiny Arts offers Hip-Hop Dance, African Dance, and Spoken Word classes to elementary and middle school students to foster creativity and cultural pride

For many students, athletics are a way to get and remain engaged in school, leading to increased academic outcomes. Support Groups and counseling, as well as affinity groups run during after-school hours too.

With this wide array of academic supports, clubs, enrichments, and support offerings, students are placed in multi-aged, diverse, small group settings, supported by well-trained staff, leading to the overall improvement of their academic outcomes and enhancing academic performance achievement and positive youth development.

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

Not Applicable.

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.

Lighthouse has developed the Expanded Learning 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. With ASES funding, Lighthouse offers this program 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 offers 15 hours a week of programming for 36 weeks per year. There are three main components of the program:

1. Recreation Element

2. Educational and Literacy Element which we call Literacy and Math Lab
3. Enrichment Arc

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

Activity	Kinder-4 th Grade	5 th -8 th Grade
Recreation & Healthy Snack	3:30pm- 4:00pm	3:30pm-4:00pm
Literacy & Math Lab	4:00pm-5:00pm	4:00pm-5:00pm
Intentional Learning Enrichment	5:00pm-6:00pm	5:00pm-6:00pm

Literacy and Math Lab (Educational and Literacy Elements): Mirroring the core academic day, students in the after school program will receive a daily block of competency based, personalized, mixed-age learning time. During this time, students will work independently and with the support of academic mentors to develop their reading and math proficiency. This is accomplished in two ways: 1) homework help and 2) through a personalized “playlist,” which includes a series of works and experiences that are customized to each student. The playlist is competency based, providing students with “just right” instruction to advance their proficiency. By setting their own daily goals within this playlist, and then working towards these, students develop agency over their learning. In addition to the literacy and math playlists, students will be able to engage in supplemental academic programs as appropriate to further reading and math development (i.e. Dreambox math), as well as support other academic areas (i.e. Spanish language instruction).

Lighthouse believes that this support in literacy and mathematics is critically important in its goal of preparing students for college and career. Many students and families within Lighthouse have articulated the following needs in an annual survey. 1) No one at home can help with content and skills homework, and 2) students need support in the soft-skills of time management, goal setting, and study skills. In response, our age-appropriate program supports students in mastering key state and national standards while also developing agency over their own learning.

Enrichment Arc: The Enrichment Arc during after school program provides students with daily enrichment opportunities in which they can explore passions, develop high quality work, and build 21st century thinking and design skills. Drawing from the critical elements essential to healthy development of young people laid out in the Eight Keys of Youth Development, these enrichment opportunities enable students to discover who they are, be challenged in new ways, feel pride that comes with mastery, and enjoy life. Through enrichment opportunities, students develop agency by honing new skills, deepening their motivation to pursue passions, and sharpening the habits of agency, creativity, innovation, curiosity, collaboration, and communication. Finally, we believe enrichment should be an avenue for cultural exploration and expression, and in turn positive affirmation of student culture and positive identity development. With a heavy focus on cultural expression and celebration, enrichment classes often culminate with final performances for the school community during the Expositions of Student Work held 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, Tetherball, and Four Square
- **Dance/Drama** - Hip Hop Dance, World Dance and Poetry
- **Art/Making** - DIY, Lifehacks, and Film Analysis
- **Music** - Hip-Hop Lyric Analysis, Student Rap & Poetry
- **STEM** - Coding Class, Technology & Engineering Projects, Girl Scouts

Recreation: Between 3:30PM-4:00PM students move into Recreation time, which 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 Lighthouse Expanded Learning Program (ELP) 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 ELP is located at Lighthouse, a high-achieving school of choice in one of Oakland's toughest neighborhoods. Our students are predominantly low-income, with 84% participating in the free and reduced meal program, 53% of whom are English Language Learners, and most of whom will be first in their family to attend college. Many Lighthouse 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 ELP will only be successful if it meets the needs and interests of students. At Lighthouse, 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.

When reviewing our program for 2023-2026, we used student achievement data to devise the academic intervention strand — in response to heavy caseloads and waiting lists for counseling during the core day, we will be adding support groups and 1:1 counseling to the expanded learning hours of ELP.

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 Expanded Learning Program Coordinator intentionally build relationships with students, checking in regularly to get feedback and hear needs from students. Often these conversations spark new ideas or raise issues that staff discuss at ELP meetings and then incorporate into the program. The need for more cultural events and affinity groups were 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.

- 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 Lighthouse Expanded Learning 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 ELP 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 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. Via 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 has facilitated 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 protests against gun violence in the community.

Through ongoing youth involvement, the ELP 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 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 ELP, 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 ELP 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 Lighthouse'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 choices 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 ELP 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 cleanup, 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. Other exciting examples of student leadership so far in the ELP include:

- Middle school students mentoring and assisting in K-1 classrooms, providing support for younger students to stay on task and focus. They also assist the program staff in administrative tasks.
- Lobo Leaders Club took initiative by volunteering to help clean up the school (eg. trash pick-up and campus beautification)
- Sports participants are asked to take more leadership within the school in the form of outstanding behavior and strong academic performance

- Students help organize and execute whole school events, an example is during our Harvest Fest, a large group of students helped set up two haunted houses and performed as actors in the haunted houses.

These are just a few examples of how students have the Agency to take on leadership positions in the ELP. 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.

Lighthouse 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 Lighthouse wellness plan includes guidelines for nutrition, nutritional education, physical activity, and social and emotional wellness. The ELP, in partnership with Lighthouse, 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 ELP promotes a variety of healthy practices and program activities which include:

- Physical enrichments are available to all ELP students: flag football, basketball, and soccer. A large space on the campus supports these fun and invigorating activities.
- Free healthy snacks, in alignment with nutritional guidelines, provided by Revolution Foods, with extra servings made available for families to bring home
- Emotional health and inclusion fostered via counseling supports made available to students in a group and individual settings, providing students a safe, confidential space to work through challenges.

Lighthouse and the ELP 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 Expanded Learning Program, our partner organization, Lunch Master, provides free healthy snacks for students, with

extra servings made available for families to bring home. The Lighthouse and the ELP 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, Lighthouse and the ELP 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 ELP complies with California Education Code Section 49431.7 and federal regulations regarding Foods of Minimal Nutritional Value.

In alignment with the California After School Physical Activity Guidelines, the ELP 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 the 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 Lighthouse ELP include:

- Granola Bars
- Whole oranges, apples, and pears
- Cheese sticks
- Apple Juice
- Nut-free cookies and milk

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

6–Diversity, Access, and Equity:

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

At the ELP 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 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 ELP 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 ELP promotes and celebrates the diversity of the student body at Lighthouse through the following activities and structures:

- The ELP 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 about 90% 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 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.
- Daily Crew meetings and let students be known well and share their diverse backgrounds and experiences with each other and staff.
- Participation in “Challenge Day”, where students share about 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 participating 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 language learners, 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 ELP, aligned with students' core day experience, to support students with disabilities, English learners, and other students who have potential barriers.

To recruit students with disabilities, ELs, and other students who have potential barriers, many steps are taken. For example:

- Materials advertising the program are translated into English and Spanish.
- The ELP is promoted to all students via emails, texts, community meetings, and weekly announcements.
- Lighthouse has entered a partnership with the Seneca Family of Agencies. Together, our agencies provide tiered academic and social-emotional supports. Students who require academic interventions receive targeted academic help in reading, math, and science. Those who require social-emotional support receive access to individual and group counseling from Seneca staff and interns.
- In IEP and 504 meetings with families, the ELP 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 ELP.
- Every student is invited to join ELP during registration, back to school, and quarterly parent/student conferences.
- ELP 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 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 ELP 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 through Seneca, and dedicated ELP 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 classroom support and interventions to help them reach their fullest potential.

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 the minimum requirements are granted an interview. Currently, 80% of our line 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.

We know that having a diverse staff that reflects the student population we serve is crucial to achieving our vision. We recruit staff through various methods: job fairs, website postings, community events, social media, and presentations at universities and teacher-training programs. ELP managers work 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 ELP staff is the most diverse group of people at our school, with over 95% 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; appreciation; celebrations; professional development, and competitive pay and benefits, including retention bonuses. Additionally, We are investing in the careers of our ELP instructors. With CTC grant funding, we provide mentorship and stipends for our ELP staff to be on a path to earning their BA degree to become a teacher through our residency program with the Alder Graduate School of Education.

ELP is relentlessly committed to ensuring quality expanded learning for traditionally underserved students of color to achieve our mission of completing college and securing the career of their choice. ELP staff believes this critical mission is attainable and essential to transforming our Oakland community. Staff members’ experiences, knowledge, and interests are shared with students as they build community and create a physically and emotionally safe space. Staff encouraged to discuss social justice issues that are impacting the Oakland community and to build relationships in the community with families. Staff are invited to bring their “full selves” to work and encouraged to create clubs, activities, and events that reflect 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 Expanded Learning Program. We know that teachers

and staff must be continuously developed and grow in their practice of serving young people. Professional development for our Expanded Learning staff is comprehensive and ongoing and built into their weekly schedule. The planning of the ELP 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 ELP staff: Demonstrates the Value of Social Justice and Equity in Education; Expects High-Quality Student Engagement; Builds Optimal Culture during ELP 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 to 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 have 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 ELP staff; and one day is ELP staff on their own.

The ELP 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 trainings 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, ELP 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 ELP.

- 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 Lighthouse and the Expanded Learning Program (ELP), 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, 92% 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 — 54% of Lighthouse students have moderate to high-risk symptoms that are correlated to trauma and 34% of students are in the high-risk category as measured by the Adapted Seneca Family of Agencies Socio-Emotional Screener — our program will now ensure each student receives the social and emotional support they need to learn and thrive in partnership with our co-applicant, the Seneca Family of Agencies. We will be able to provide much-needed 1:1 and group therapy to our students who need it the most. The ELP 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, countering the truth that only 33% and 35% of African-American and Latino students are in college. While our schools are focused on K-12, our reach extends to younger students through our pre-K programs.

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. Lighthouse and the ELP 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 potential 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 ELP 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 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, and their interests, be challenged, feel the 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.

Our nationally-recognized Making, Art, and Design program provide 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.

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 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, and 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, Lighthouse 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 SBAC.
2. 80% of students and families report feeling safe in the program.
3. 80% of students are satisfied with their enrichment opportunities.

Lighthouse 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 Lighthouse, 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 Expanded Learning 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 Expanded Learning Program Coordinator (ELPC) 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 ELP for students who qualify.
- The ELPC and ELP teaching staff are part of a holistic Coordination of Services Team that ensures at-risk students are receiving the appropriate support.
- The ELPC 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 ELPC attends all leadership team meetings where school-wide initiatives are discussed, including the ELP. The Principal of the site and the ELPC participate in academic walkthroughs of the program and core day to ensure alignment of pedagogy.

- ELP 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.
- ELP teaching staff and core day teachers have formal check-in meetings quarterly to manage student cases, share best practices, etc.
- ELP teaching staff conduct quarterly observations of core teachers and debrief as a part of their professional development to become better instructors.
- Several ELP 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 ELP. A monthly parent newsletter does the same.
- Quarterly events such as Lights On! After School, 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.

Lighthouse and the ELP are key collaborative partners.

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

We have a contract with Lunch Master to provide nutritious snacks for our students.

In addition, we partner with the following people/organizations:

Girl Scouts: The Girl Scouts offer different STEM and engineering lessons. They focus on creating opportunities for our girls to engage with different experiences, such as a field trip to the USS Hornet.

Read-Write-Grow: We partner with this organization to provide online math support to middle schoolers with foundational math skills.

Oakland Athletics League: We participate in team sports through the OUSDMS/OAL league. for example, in Q2 our students participate in OAL's flag football season, competing with other district schools and charter schools in Oakland.

Partners we would like to work with in the future:

EAST BAY SPC: 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 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 Lighthouse Expanded Learning Program (ELP) has a strong track record of collecting, analyzing, and responding to data, in partnership with Lighthouse'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 ELP:

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

- SBAC scores — We seek to increase the percentage of students meeting or exceeding the standards by 10% annually. Students who participate in the Expanded Learning 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. A team, including our Director of Data and Assessment, Student Data Analyst, and Organizational 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-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE’s Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implemetation.asp>.

The ELP is built on model of Continuous Quality Improvement, 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 toward improving outcomes for students.

The goals of our program are outlined in a board-adopted strategic plan that defines our desired Outcomes and Indicators, as well as increments for expected annual growth. These Outcomes and Indicators track all internal and external data that we are committed to collecting. Globally, these Lighthouse Outcomes are divided into “community-wide” outcomes, which include all people associated with the school; “student” outcomes; and “staff” outcomes. Our outcomes are listed below. Each outcome has one to three metrics we are working to achieve and their associated tool for measuring.

These outcomes are incorporated into the goals for the ELP. The Outcomes are the “why” of our program and the Standards for Expanded Learning are the “how” we achieve them within our program.

Community-Wide Outcomes:

As a family of schools committed to addressing the educational inequities that threaten our entire community, we are the ones who must transform to better serve our students. We

cannot do this by replicating the power structures that have created this lack of equity. Therefore, a crucial part of our work is to transform leadership and decision-making structures that disempower into structures that are inclusive and empowering.

- Members of the Lighthouse community feel connected to the school and each other.
- Members of the Lighthouse community are lifelong learners.
- Members of the Lighthouse community are empowered decision-makers with a voice in the school.

Student Outcomes:

Lighthouse students are lifelong changemakers who realize their unique vision — rooted in their identity, knowledge, and skills — to create equity in their own lives and in the world.

- Lighthouse graduates are prepared to be successful in a four-year college and career of their choice.
- Lighthouse students are purposeful and self-aware.
- Lighthouse students are academically proficient.
- Lighthouse students are committed to service and justice.
- Lighthouse students are relationship builders.

Family Outcomes:

Families are the experts regarding their children and are essential partners in their education. Strong relationships between families and school allow us to learn from families as well as helping families build their capacity to support the academic, social, and emotional growth of their children.

- Lighthouse families are partners in their children's education.

Staff Outcomes:

All staff in the school community have a critical role to play in achieving our mission. We are committed to building a strong and diverse team that engages in enduring practices for collaborative and individual growth.

- Lighthouse staff are skilled, diverse, experienced, and culturally-competent.
- Lighthouse staff are engaged members of the school community.

In order for the ELP 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 ELP leadership uses the cycle of continuous improvement: Assess, Plan, Do. Building on Lighthouse's Outcomes and the Quality Standards for Expanded Learning, ELP leadership set annual goals and action steps with associated timelines for feedback and evaluation. To launch this goal-setting, the ELP 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 ELPC, 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 that 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: cycle begins again! See above.

The ELP staff are trained to use CQI to consistently self-rate. ELP 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 ELP leadership use the Programmatic and Point-of-Service Quality Standards to identify their focus for the year.

The ELP are currently targeting the Quality Staff as their major focus at the Programmatic level, as recruiting and retaining quality staff builds a stronger foundation for the program. ELP will target a Safe and Supportive Environment and Active and Engaged Learning as the areas of focus for the 2023-26 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. ELP leadership have formal meetings to review data with staff and support staff in working towards these goals. During each professional development opportunity, all ELP staff build their skills in the areas of focus. Lighthouse 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, SBAC 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 ELP 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.

Currently, the program operates with \$203,482.84 of ASES funding.

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

Line staff makes a healthy living wage, as the base of hourly instructional staff is \$15/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 Lighthouse. 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 \$10,000 of the annual budget, but these funds will come from operational revenues.

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

- Provide the program organizational structure including a 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 ELP 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. The ELP has team members with the following roles and responsibilities:

The Assistant Principal of Culture and Expanded Learning oversees the schedule of academic intervention and enrichment. S/he supervises and coordinates the staff, paraprofessionals, and counselors involved in the program. In addition, s/he oversees the staff hired and placed at Lodestar by the partnering organizations and works with those program coordinators to ensure high-quality instruction. S/he meets with staff weekly and plans professional development for staff. In addition, she is an essential point of contact for students and families, one of the strong "culture carriers" of the ELP. The site principal supervises the AP of Culture and Expanded Learning. They meet weekly to align programs and check in.

- The Expanded Learning Program Coordinator (ELPC) 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 Lighthouse 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, s/he is an important point of contact for students and families, being one of the strong "culture carriers" of the ELP. The ELPC is supervised by the site principal. They meet bi-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, and liaising with operational staff (janitors, food service, etc.) are key responsibilities. He/She supports and is supervised by the ELPC.

- 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 are stipended to coach students. They are supervised by the site principal but are coordinated by the ELPC for the purposes of the program.

- The ELP teaching staff support students in grades K - 8 in Power Hour Classes. These staff lead daily Crew (a student advisory of 15-20 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 ELP staff also support with Enrichments for 1 hour each day (eg. Girl Talk, Nature Club, DIY, Community Club, Hip-Hop Workshop etc.).

- Counselors/Interns meet with students who have been identified for counseling and support group needs. A team of 3-6 counselors will be available to run small groups and 1:1 counseling sessions for students. They report to the Director of Special Education, the School Psychologist, or our partners at Seneca Family of Agencies, depending on what agency they are from.

The overall program structure is supported by and held accountable by a home office team. The Chief of Staff oversees the strategic vision for the program in alignment with program

goals. The Chief Academic Officer (CAO) supports the site leadership in carrying out powerful collaborations with expanded learning staff and sets the vision for the professional development of the sites. The Data Team supports the critical data collection to ensure program accountability. A finance and development staff team supports the program via grants and budget management functions. The Director of Talent supports hiring the staff and 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 ELPC 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, ELP staff are convened for professional development, planning, and communication. The ELPC 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 appreciations and gratitude, rooted in our core values, supports the establishment and sustaining of a strong staff culture, leading to retention and high levels of staff engagement.

Daily, ELP 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 ELP for expanded learning school and core day staff alike. Families receive communication from the program on a monthly basis.

- 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 Lighthouse model. Quarterly, staff comes 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 leadership 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:
 - 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 does entries of financial entries into the system and the Director of Finance does a quality control check before submitting. The CEO 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. These weekly sheets are entered into Cityspan, our online platform for attendance taking. Quarterly, attendance reports are QC'd. Sign-in and sign-out sheets are maintained in the after-school office.

- o 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>.

LCPS 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 be released early from the program for a designated list of reasons.

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 about \$700,000 annually for school operations. The Instructional Leadership Team (a group of stakeholders) 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 ELP 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.

Lighthouse 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 ELP. The team is composed of a Development Director, and two Development Associates. Through a comprehensive, annual fundraising plan, the team raises about \$700,000 annually via events, annual campaigns, grant writing, and corporate sponsorships to be applied to Lighthouse 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, and individuals step up to fund our programs. Should the very unfortunate event happen of not being funded via ASSETs, 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 EOBA and Destiny Arts to bolster our program's offerings.