

Lighthouse Expanded Learning Program:

**Lighthouse 21st CCLC After School Safety and Enrichment for Teens (ASSETs)
Program Plan**

Prepared by:

Lighthouse Expanded Learning Program
444 Hegenberger Rd
Oakland, CA 94621
(510) 562-8801



LIGHTHOUSE

A Lighthouse Community Public School

Revised January 2022

Grant ID Number: S287C190005
County District School (CDS) Code: 01-61259-0108944

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.)

Name and Title: *Rich Harrison, CEO, Lighthouse Community Public Schools*

Phone: *(303) 472-6124*

E-mail: *rich.harrison@lighthousecharter.org*

**Lighthouse21st CCLC After School Safety and Enrichment for Teens (ASSETs)
Program Plan**

— Site Demographics

Site Name	Project Daily Attendance
1. Lighthouse Charter High School	292

Target Population	Percentage of School Population
➤ Low Income	90.07%
➤ African American	6.85%
➤ Latino	89.04%
➤ Asian	0.68%
➤ White	2.74%
➤ Other Race	0.34%
➤ English Language Learner	29.79%

**Lighthouse21st CCLC After School Safety and Enrichment for Teens (ASSETs)
Program Plan**

Table of Contents

<u>Introduction</u>	5
<u>1-Safe and Supportive Environment</u>	5
<u>2-Active and Engaged Learning</u>	8
<u>3-Skill Building</u>	11
<u>4-Youth Voice and Leadership</u>	13
<u>5-Healthy Choices and Behaviors</u>	15
<u>6-Diversity, Access, and Equity</u>	18
<u>7-Quality Staff</u>	22
<u>8-Clear Vision, Mission, and Purpose</u>	24
<u>9-Collaborative Partnerships</u>	28
<u>10-Continuous Quality Improvement</u>	23
<u>11-Program Management</u>	31
<u>12-Sustainability</u>	39

Lighthouse21st CCLC After School Safety and Enrichment for Teens (ASSETs) Program Plan

Introduction

For five years, until 2018-19, Lighthouse Community Charter High School (LCCHS) operated the Expanded Learning Program (ELP). A pause in funding allowed us to reimagine the program to best meet the needs of our students and to rebuild our program based on the Quality Standards for Expanded Learning Programs. With input from students, staff, and parents and built upon the Quality Standards, we concluded: 1) A more robust academic intervention and greater choice in career related enrichments are required if our students are to graduate college-ready; and 2) An increased level of mental health programming is necessary for our students to feel a sense of belonging and attachment to school. Co-applying with the Seneca Family of Agencies to provide a counseling enriched program, the ELP will provide students access to critical academic and social-emotional supports and interventions in the before, after, and summer school hours leading to students prepared for meaningful futures.

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 ELP is offered directly on the campus of Lighthouse Community Charter High School (LCCHS). Therefore transportation to and from the program site is not required. LCCHS 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 and stationed outside school entrances each morning and at dismissal to respectfully greet or release students and their families and to ensure safety around the campus.

- 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 LCCHS 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 Expanded Learning Coordinator, as a member of the Leadership Team works closely with the School Principal and Dean of Students to create school-aligned health and safety policies and procedures for the ELP, ensuring that there is 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 LCCHS Student Handbook. LCCHS 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. Dean) 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, Powerschool. 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 “huddle” to debrief what happened, issues that arose, and problem-solving for future events.

All ELP and LCCHS 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 training 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 LCCHS, 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/art are 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 ELP (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, LCCHS is proud to be co-applying In partnership with the Seneca Family of Agencies. Together our agencies will provide tiered academic and social-emotional supports. Students who require academic interventions will receive targeted academic help in reading, math, and science. Those who require social-emotional support will receive access to individual and group counseling from Seneca staff and interns.

The culture of the ELP 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. LCCHS is a public school and is open to anyone who chooses to apply given available space.

To create a safe social and emotional space, LCCHS 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 ELP is one of the few expanded learning programs in Oakland that shepherds students and families from kindergarten to 12th grade, with an adjoining ASES program also housed on the campus. Our programs prevents students from dropping out because of the strong partnerships with families and consistent expectations between the ELP and the core school day. Students consistently ask the ELP staff to write their letters of recommendation for college, a testament to the relationships forged between after school staff and students in the program.

The school and ELP play a critical role in fostering the social, emotional, and physical health of students at Lighthouse. Because we know students come to school with many burdens, the ELP will now partner with the Seneca Family of Agencies to provide counseling and therapy for students who need it. Students will come together in clubs, leadership settings, and affinity groups (ie. the African American Male Group) to create and be in safe and engaging spaces. Physical development and health are integrated into the ELP through athletic programming through clubs and league sports. We integrate healthy nutrition and well-being into the program through our partnership with Revolution Foods. 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.

Built on a wide array of data (focus groups, surveys, achievement data, input from teachers, up-to-date after school research), the ELP (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 such as athletics and clubs; and programs that pave a way to success in college and in the workplace.

The ELP is located at Lighthouse Community Charter High School (LCCHS), a high-achieving school of choice, in one of Oakland's toughest neighborhoods. Our students are predominantly low-income, with 79% participating in the free and reduced meal program, 35% of whom are English Language Learners, and most of whom will be first in their family to attend college. Many LCCHS students come to school facing serious academic, social, and emotional challenges. When we look at the academic hurdles our students face, many of whom have transferred to us from other schools in 9th or 10th grade, we see the need for even more robust interventions.

As such, we have built a program that responds to the needs of our students that will engage them in active and meaningful learning. And we have a track record for doing so, being named in the Top 100 schools in the nation engaging students using innovative and hands-on techniques. (gettingsmart.com)

LCCHS 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 needs of the community, culminating in service projects and/or a needed product. Additionally, our high school has a career pathway in 2D and 3D design, ensuring students gain valuable career technical standards, readying them for the workforce beyond high school. Because the ELP is so closely aligned to the core day, these practices of project based learning, workforce development, making and design, 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 years, our students have built gardens, planted orchards, 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.

Supporting students to be college ready is another key component of our active and engaging learning environment. At LCCHS, every student is enrolled in A-G classes so they are eligible to apply to any UC or CSU school. The ELP supports this commitment with College and Career Readiness components, including personalized college counseling, financial aid support, and office hours with core day teachers so that students are on track to complete their A-G requirements. Students are also required to participate in work-based internships in real workplaces. The

ELP supports students in these internships by helping them make connections to what they are learning in school and in their workplace.

Students having access to grade level learning is essential for their success in school and preparation for 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. We offer credit recovery for students in the summer giving students another chance to learn critical content and earn valuable credits in preparation for graduation.

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.

- How are the program activities expected to contribute to the improvement of student academic achievement as well as overall student success?

The ELP offers intentional program activities that extend the work of LCCHS to support ALL students to greater academic achievement and overall success. 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 line staff using techniques to help students with their homework. Students who need more time with their core day teachers to understand their academic work can sign up to meet with teachers for office hours.

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. Our Robotics enrichment (two years ago made up predominantly of young women) competed in a regional competition and proudly placed for the first time! Students are encouraged to start clubs like Student Government, ANIME Club, Music Club, Bike Club, and Gay/Straight Alliance with adult sponsorship.

Athletics allow students to participate in a variety of league and non-league sports such as soccer, basketball, volleyball, flag football, biking club, and running. 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 such as the African American Male Initiative 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.

- 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?

The ELP will only be successful if it meets the needs and interests of students. At LCCHS, there is a culture of listening to and responding to student feedback. 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. For example, two years ago, students responded on their surveys that they need flexibility built into the program for times they needed additional minutes after school to complete a project for a core day class or to attend office hours. Program leadership responded by adjusting the schedule to provide this flexibility. School leadership also hosts student focus groups and shadows students to learn about and respond to the student experience during the expanded learning hours.

When redesigning our program, 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 (in the “Power Hour” portion of the day), students are given time and space to share their thoughts and feedback with line staff. Expanded Learning Coordinators 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, like the Black Joy Cookout and a Dia de Los Muertos festival, for example.

3–Skill Building:

- What 21st century knowledge and/or skill(s) will students master when participating in projects, activities, and events based on the specific student needs at a site or groups of sites?

We are committed to preparing our students for work and life in the 21st century and are innovating in terms of how our school systems are designed to support student-centered learning. We are holistically rethinking what kids need to learn in school and how we define that, beyond traditional measures. Holding students to high expectations and 21st Century teaching and learning are in our DNA. To this end, we have built our school and the ELP on the belief that students must acquire 21st Century knowledge and skills if they are to be successful in post-secondary education and life.

In the ELP, students are getting direct instruction and reinforcement of 21st Century knowledge and skills via the Power Hour, Tier 2 intervention, Office Hours and enrichments. We integrate Learning and Innovation Skills, another key component of the P21 framework, throughout the program via an emphasis on project-based learning, group learning, and open-ended problem solving, most directly evidenced through our Making and Design, and Robotics program elements. Information, Media, and Technology Skills are integrated via mini-lessons, group discussions, and Crew about the power of technology, and appropriate use. Life and Career Skills, the final component of 21st Century Learning, are infused through the culture of the program. Because the overall mission of the school is to prepare students for college and career of choice, these skills are taught via Crew, discussions, workplace internships, and counseling.

The ELP will integrate with our core day's Linked Learning Pathway of Product Innovation and Design (Manufacturing & Product Development), supporting students to develop skills and knowledge in three key domains: Design Process, Product Development, and Entrepreneurship.

Students will:

- create real products using the design process
- work as part of design teams to develop products that meet market demands and/or a community need
- develop entrepreneurial skills and knowledge to market products
- develop portfolios to showcase their work
- collaborate with industry professionals

The ELP will support students to receive feedback from industry professionals on their design portfolios.

The ELP has a strong foundation of core beliefs that places our students at the center of their own learning. Our organization's Theory of Change states that all of our work

must be rooted in the stance 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. This belief then manifests in our Instructional Stances — our declaration about how we believe students best learn. In sum, we believe learning and instruction must be relationship-based, purposeful, and learner-driven. Our teacher evaluation system takes this a step further, creating a supportive framework for pushing teachers to teach in this way, both in the core day and in the ELP.

With strong alignment between the core day and ELP, career pathway linkages, and with the groundings of the P21 framework, we are confident our students will be prepared for the exciting future that lays ahead!

4–Youth Voice and Leadership:

- What opportunities and physical meeting location/space are 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 ELP — 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. 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 achieving goals of meeting high school graduation requirements, 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. Youth representatives from the well-established student council are selected to sit on the Instructional Leadership Team, and participate in decision-making about the program including topics like program design, assessment, evaluation processes, budget and sustainability.

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. Student government facilitates the process of identifying student needs and then devising activities to meet those needs. Past examples have included dances, gardening projects, Black History Month celebrations and International Peace Day walks.

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. On Wednesdays, large community meetings are held, called "Real Talk Wednesday", where the group meets for an hour and discusses topics that are relevant to their lives, such as DACA legislation and college applications. These community meetings are run and facilitated by youth leaders.

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

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

Agency is one of LCCHS'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 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, there is a "Senior Space" held once a week, managed by high school seniors working on projects for whatever topic is most relevant to their needs (eg. Physics projects, grad night and prom planning, service projects). There is a teacher in the space to provide accountability, but the work is student-led. Our students complete senior projects, designing their own learning experiences, culminating in service work or a presentation in the community. These projects are done in partnership with students' core day classes. Students lead their own learning process, moving from being a learner to becoming a "teacher-learner". Examples of senior projects include installation art, working with a middle school teacher to teach sex education, and coordinating a career fair. 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 in the ELP include:

- A student-led Anime Club who meet a minimum of once a week for an hour to discuss fundraising project ideas and engage in work time. In 2016-17 they designed, created, and sold buttons made from comic books. They used the earnings to participate in the Anime Convention in San Jose.
- Junior and Senior Internships, in which students develop as student leaders. Diana (a junior) helped after school staff collect attendance data and manage the "Wednesday Cafe", selling healthy food to students and staff from a food cart near the "Think Tank" student space. Giselle (a senior) was the stage manager for a production of The Lion King, performed by students in grades 3-5. She helped design costumes and build the set, as well as manage the younger students during rehearsals.
- During staff professional development week, high school students in grades 9-12 stepped in to teach enrichment classes to younger students so that ELP staff could attend professional development meetings.
- Several students in the Music enrichment class are teaching other groups of students how to make hip hop beats with computer software and editing equipment to produce recordings, in partnership with the LCCHS technology team. Students produced their own recordings and sharing them with the broader community through performances in the Think Tank space on campus and during expositions of student learning.
- Astrid (a sophomore), generated three different t-shirt designs for ELP staff uniforms. The staff voted on their favorite design, then Astrid oversaw the production of the staff shirts and was paid for her work.

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.

Since its inception, Lighthouse Community Charter High School has been built on the principle that if students are to reach their fullest potential their social, emotional, and physical health, and their academic success are inextricably linked. The LCCHS wellness plan includes guidelines for nutrition, nutritional education, physical activity guidelines, and social and emotional wellness. The ELP, in partnership with LCCHS, 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:

Athletic teams available to all ELP students: flag football, basketball, and soccer. Most students choose to participate on one of these teams. They have a coach and compete against other local high schools. For students who are not on a team, Coach Nkem (our fitness teacher) leads enrichment with a variety of physical activities on the school basketball court and field.

Free healthy snacks, in alignment with nutritional guidelines, provided by Revolution Foods, with extra servings made available for families to bring home.

A gardening program where students grow and harvest their own fruits and vegetables. Students and families enjoy fresh, healthy food and learn more about where their food comes from.

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.

Initiatives such as the African-American Male Initiative promote social and emotional wellness of a population whose identities are often marginalized at school.

LCCHS 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 ELP, our partner organization, Revolution Foods, provides free healthy snacks for students, with extra servings made available for families to bring home. Revolution Foods also hosts occasional cooking workshops with students, for which the organization provide all cooking supplies and recipes, and walks students through fun and healthy recipes. The LCCHS 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, LCCHS 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 meeting 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 will share and teach mindfulness, yoga, and the martial arts as key enrichments.

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." With 15 years of providing ELP, a solid core of research-based instructional practices, and strong family involvement, LCCHS is highly qualified to successfully implement the ELP.

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

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

ELP staff member, Ms. Jazmine, is part of a boxing club in Oakland, about which she tells her students regularly and encourages them to join her there. She also rides her bike to school every day.

Students see Mr. Howard, the Making and Design teacher, ride his bike to work every day. He shares with them about why he enjoys it so much and encourages students to participate in the Biking Enrichment in partnership with the East Bay Regional Park District.

Coach Nkem helps facilitate and run basketball practice.

The ELP knows that a healthy lifestyle is important for staff as well as students. At our internal quarterly Professional Development Institute, we always feed staff healthy food (eg. lean meats, hummus, vegetables/fruit). The ELP only uses school funds to

provide nutritional options. When staff host potlucks, they bring healthy, homemade food.

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

Emphasis on overall well-being and self-care is an integral part of 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 are fostered in all spaces — when meetings close, staff go “tech down,” turning off their phones and computers to mindfully appreciate and express gratitude for one another. In total, these practices add up to create a culture of well-being 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?

Because we serve a diverse and dynamic community, we are deeply committed to ensuring that the ELP student population reflects the broader community. To this end, the ELP leverages its partnership with Lodestar. We have hired community organizers to do the work of recruiting a diverse student body. While we do not have policies in place that dictate a certain student body composition, we take fervent action to recruit from a wide variety of neighborhoods in Oakland, including those that are characterized by Latino, African-American, Eritrean, Arabic, and Asian populations. We recruit through churches and table at events that cater to the rich diversity of cultures represented in our town. Our enrollment materials are made available in multiple languages and all of our meetings are translated for those who are present, though attendance at enrollment meetings is not required for application to our schools. The ELP ensures that all program flyers and posters are translated, and ask students who are currently in the program to invite their friends.

The ELP has a diverse staff of teachers who represent the students they serve, and when hiring new staff the ELP encourages diverse applicants to apply. Teachers also refer any student who needs Tier 2 intervention to the ELP. The ELP shares information about the program at high school student assemblies, displaying posters on campus showing different students in our school community students participating in engaging ELP activities and encouraging others to join, hanging student work from the ELP in the hallways and Think Tank space, and specifically inviting diverse groups of students to presentations by ELP staff and current students during whole school expositions of student work. One specific example of the ELP promoting diversity in our program is by highlighting photos and videos of female students participating in Robotics and celebrating their achievements at the annual BotBall competition.

- How will information about the program be communicated to all students at the school site to encourage diverse participation?

Because we serve a diverse and dynamic community, we are deeply committed to ensuring that the ELP student population reflects the broader community. To this end, the ELP leverages its partnership with Lodestar. We have hired community organizers to do the work of recruiting a diverse student body. While we do not have policies in place that dictate a certain student body composition, we take fervent action to recruit from a wide variety of neighborhoods in Oakland, including those that are characterized by Latino, African-American, Eritrean, Arabic, and Asian populations. We recruit through churches and table at events that cater to the rich diversity of cultures represented in our town. Our enrollment materials are made available in multiple languages and all of our meetings are translated for those who are present, though attendance at enrollment meetings is not required for application to our schools. The ELP ensures that all program flyers and posters are translated, and ask students who are currently in the program to invite their friends.

The ELP has a diverse staff of teachers who represent the students they serve, and when hiring new staff the ELP encourages diverse applicants to apply. Teachers also refer any student who needs Tier 2 intervention to the ELP. The ELP shares information about the program at high school student assemblies, displaying posters on campus showing different students in our school community students participating in engaging ELP activities and encouraging others to join, hanging student work from the ELP in the hallways and Think Tank space, and specifically inviting diverse groups of students to presentations by ELP staff and current students during whole school expositions of student work. One specific example of the ELP promoting diversity in our program is by highlighting photos and videos of female students participating in Robotics and celebrating their achievements at the annual BotBall competition.

- How will the program create an environment that promotes diversity and provide 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, 9-12 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 felt student and family experience.

Over the past four 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 six 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 LCCHS 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, expanded learning staff is about 85% 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 our professional development.
- 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.
- 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 college visits, 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 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).

- How will the program reach out and provide support to students with disabilities, English learners (ELs), and other students who have potential barriers so they can 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 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 high school students via emails, texts, community meetings, and weekly announcements.
- Students who need counseling services will be referred to 1:1 or group counseling at the ELP with Seneca.
- 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 across difference. 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 the classroom supports and interventions to help them reach their fullest potential.

7) Quality Staff

- What is the planned recruitment and hiring process for staff, and how will staff members’ experience, knowledge, and interests be considered?

A 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 ELP 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 ELP staff is the most diverse group of people at our school, with over 85% 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 ELP 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 ELP 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 in community with families. Staff 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.

- If the program will use volunteers, how will recruitment of volunteers be conducted to ensure they are qualified persons?

Our program will not utilize volunteers.

- What type of continuous professional development will be provided to staff, and what is the schedule?

A program’s quality is only as strong as its staff. Therefore, ongoing, continuous professional improvement is a cornerstone of the ELP. We know that teachers and staff must be continuously developed and grown in their practice of serving young

people. Professional development for our Safe Harbor 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 on-boarding 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 ASP 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 our co-applicant, the Seneca Family of Agencies, ELP staff 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.

8) Clear Vision, Mission, and Purpose

- What are the needs of the students in the specific communities (by program site or groups of similar program sites), how were the needs identified (i.e., the methods and how effective they were), the resources available, and how will those needs be addressed, including the needs of working families? (Community needs could be assessed in terms of, including but not limited to percentage of ELs, dropout and absenteeism rates, academic performance, health-related factors, family-related stresses, and other community factors.)

At Lighthouse Community Charter High School (LCCHS) and the ELP (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, 79% of whom are low-income and 35% of whom are English Learners. Even though, as a charter, our dropout rate of 2% is much less than Oakland Unified School District's 24%, 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 LCCHS 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 sad fact 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 and older students through our post-secondary alumni support 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. LCCHS 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 a higher education and live out their fullest potentials so that they may contribute to a healthy democracy and just society.

We believe that the ELP must play a pivotal role in supporting our students to graduate prepared 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. Because of its seamless alignment to the in-school program, over 95% of expanded learning program graduates are accepted to four-year colleges or universities. 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.

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 allows for students to receive individualized content support while paralleling the college experience in the following ways:

- Students attend the program on an ongoing or as-needed basis and can sign up for a wide variety of academic support classes.
- Students sign up to get coaching from a teacher, tutor, or mentor in three academic centers: the Writing Center, the Math Center, or the Science Center:

Students can visit one or all the centers any given day, getting help from experienced core teachers and trained after school staff on homework, projects, or skill builders. They 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 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 to attend. Through this team approach, students learn when to advocate for help and become increasingly more independent. Ms. Lewis, a high school resource specialist, states, "With the centers 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 a teenager cannot be dictated by school schedules and academics alone. Alexis G., a 10th-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 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.

Last year, the ELP also launched the African American Male Achievement Initiative 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 Creativity Lab provide our students wide range of skills including welding, robotics, woodworking and programming. Powerful evidence that our students are deeply engaged is evident throughout our school, but when three of our students were invited to the White House Science Fair three years ago, we knew we were on to something! They were able to present their projects (a mobile go-cart and a cane for the blind with an electrosensor to give sound signals based on surrounding objects) to NASA scientists, representatives, and the President — it was a remarkable piece of evidence for how our students were engaged in (and recognized for) their own learning.

By systematically finding 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, project-based learning; and adds its own after school “flair” to it, by providing students with enriching academic supports.

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

At LCCHS, 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 ELP 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 school day and expanded learning staff and administrators, families, and

other partners and how we engage all stakeholders in 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 Coordinator (ELC) 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 ELC and ELP teaching staff are part of a holistic Coordination of Services Team that ensures at-risk students are receiving the appropriate supports.
- The ELC 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 ELC attends all leadership team meetings where school-wide initiatives are discussed, including the ELP. The Principal of the site and the ELC participate in academic walkthroughs of 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.

LCCHS disseminates information about its evaluation both internally in the school and externally to the community-at-large. Internally, LCCHS presents the information to the Instructional Leadership Team to be analyzed and used as data to inform program improvement. This process takes place twice each year, with the results of youth surveys in the winter and spring. The surveys, in combination with reports on attendance and other evaluation data as it becomes available, are used to assess program components and make revisions as needed.

- What strategies will be used to share the program's mission, vision, goals, and expected outcomes with stakeholders?

The ELP shares its mission, vision, goals, and expected outcomes to teachers, students, parents, and the board of directors using the following strategies: weekly texts, monthly newsletters, all-calls as necessary, disseminating a hard copy annual report, posting programmatic news and celebrations on the website, social media channels, and e-newsletters of LCCHS, presentations at school community events (like expositions of student work and fundraisers), and press releases of accomplishments and success stories are shared with local papers and news organizations. Weekly "Coffee Tuesday" meetings, attended by families and school leaders, serve as a forum for family learning, discussion, and input for the school. All program information is translated to ensure access to all stakeholders. The ELP also hosts focus groups with parents to hear parent feedback and make sure that we continue to respond to the needs of our working families.

9) Collaborative Partnerships

- What system will be in place to ensure a collaborative and complementary partnership with the instructional day staff?

The ELP is unique because it shares a campus with LCCHS, therefore staff collaborate in many formal and informal ways. As a relatively small team of staff members, there are frequent informal opportunities for the ELP and core day staff to collaborate on content and about student needs. The ELP and LCCHS are not large, bureaucratic institutions bound by unwieldy structures serving as the only place for collaboration. Our size and personal relationships allow collaboration and partnership to happen organically as well as in more formal settings. At quarterly Professional Development Institutes, ELP staff and core day instructional staff meet to discuss student needs and programming. ELP academic mentors work with students to provide homework support, which is often not available at home due to family work schedules, educational levels, and English fluency. Core day teachers will lead Tier 2 intervention groups for students who need additional, targeted support. In addition to in-person collaboration, the 9th grade core day teacher sends a biweekly, comprehensive overview of curriculum and projects to the expanded learning program staff for reference. Mr. Weintraub, the College and Career

Counselor, sends the “Senior Scoop” with college application and financial aid information, deadlines and anything else college-related to the ELP staff, as well as being available during expanded learning program to support with writing college applications. The “Monday Minute”, a school-wide communication tool that includes ELP news and notes, is published at the start of every week.

- Which federal, state, local programs, or community-based organization(s) will be key partners with the expanded learning program? For each key partnership, include:

The name of the partner(s).

How the partnership will benefit the program (resources and/or support received).

How often the program will meet with the partner(s) at the grant and site level.

The ELP at Lighthouse has a robust team of academic mentors and teachers offering a wide variety of programs. In addition, the ELP is bringing together a broad array of partners in order to meet the range of needs and interests of its students, and to effectively leverage local resources. The majority of these partners have worked previously with the school on other projects, and our history of collaboration serves to strengthen this initiative. Each partner has committed to the goals of the program — there is strong alignment between these partners and the program:

The Seneca Family of Agencies: LCCHS and the ELP are co-applying to the ASSETS program with the Seneca Family of Agencies to support our tiered support program. LCCHS has a long-standing relationship of over 10 years with Seneca, who have been critical partners in providing 1:1 and group counseling for students and SEL training for core day staff. With funding from ASSETS, Seneca will be able to provide training on trauma-informed practice to our ELP and core day staff, as well as access to professional development resources for academic interventions. As co-applicants, we will meet monthly to determine if program goals are being achieved what adjustments need to be made.

The Wright Institute: Offers counseling services, 1:1 and small group, to students in the ELP. The Wright Institute will provide counseling interns supervised by our School Psychologist.

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

Lighthouse Community Charter School (K-12): Provides shared leadership and shared facilities for the program, including classrooms, library, playground, multipurpose and tech labs every day.

Maker Ed (and Maker Faire): Provides curricular resources, a professional development network, and mentors for making, art and design programs. Staff meeting formally twice per year with informal meetings and preparation for Maker Faire throughout the year.

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

The Exploratorium in San Francisco: ELP students are participating in the Exploratorium Explainers program. These students engage visitors at exhibits, lead demonstrations, and run many museum operations. Interested students apply with support from ELP staff and then participate in the program at the Exploratorium.

- What ongoing outreach efforts will take place with other potential public and private programs partners in the community (rural and frontier programs might need to seek resources outside of their immediate communities)?

Lighthouse and its partners coordinate their services through the Instructional Leadership Team, which includes representatives from each of the partner organizations; the school's Chief Academic Officer, the Expanded Learning Coordinator, expanded learning teaching staff, and other school day staff, such as teachers, parents and students from the Student Council. This collaborative meets bi-annually to discuss issues and policies related to programming, management, and coordination. It is also involved in ongoing assessment and improvement of the services provided. In addition to the Instructional Leadership Team, ELP teaching staff from each of the partner organizations meet quarterly to receive professional development, coordinate services, and share best practices with Lighthouse staff.

Ongoing outreach to other potential public and private partner is done through our CEO's professional networks, participation of our leadership in quarterly PDs offered by Cal-Sac, attending conferences, attending funder meetings, and subscribing to newsletters that highlight similar services to similar populations. Via funders, we often are introduced to potential partners.

Partnerships with organizations like Seneca and the Wright Institute were born out of necessity to expand services to our students. We have a track record of almost 20 years of industrious networking on behalf of our students.

- What culturally and/or linguistically appropriate strategies will be used to engage families as advocates for their children's education and healthy development?

In order to fully engage families in the ELP, we incorporate culturally and linguistically appropriate strategies to engage families as advocates for their children's education and healthy development. We support families to engage in

school by providing information, invitations, and opportunities for input in their language. In order to support families in becoming advocates for their children, we offer the following activities and strategies:

- Family Resource Center — a centralized space on campus where parents receive a range of services, including communication regarding after school activities, speakers and experts on a range of topics, childcare for parents attending classes, academic support for computer use, and adult literacy activities.
- Weekly Coffee Tuesday Topics — Meetings where topics of importance to families and staff are shared and discussed. Example topics include, “How to help your child navigate financial aid process;” “Understanding the school’s budget,” etc. When parents and families have access to information, they can ask questions and advocate for their needs. Guest facilitators range from core teachers, administrators, fellow parents, and outside community partners.
- Family Liaison and Community Organizer — Targeted staff help to build relationships and capacity of our parents to lead and advocate for the things they care about. The family organizer helps parents navigate the “inside” of the school; while the community organizer educates and engages parents in city, state, and national organizing issues “outside” of the school.
- Reading/Language Arts and Literacy Classes — Activities focused directly upon the language arts and literacy are offered through the Family Resource Center.
- Expanded Library Hours — Lighthouse keeps its library open and accessible to families during the after school hours and during school intersession periods.
- Translation — For all spoken and written interaction and communication with families.

10) Continuous Quality Improvement

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

The ELP (ELP) has a strong track record of collecting, analyzing, and responding to data, in partnership with Lighthouse Community Charter High School (LCCHS). A culture of continuous improvement based on the use of data from multiple sources is infused into the program.

Three 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 ELP are expected to meet this growth target. This data is collected and analyzed on an annual basis by leadership.
- Percentage of students meeting grade level standards — We seek to increase this percentage by 10% annually in Humanities, Math, and Science coursework. This data is collected and analyzed on a quarterly basis by program leadership and staff.

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 “States of the School.”

We utilize robust, tested platforms to ensure our data is housed, accessible, and digestible: Schoolzilla to house the data, Panorama to administer the surveys, Powerschool 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.

- How (i.e., methods, tool, strategy, and frequency) will the program engage in a data-driven continuous quality improvement process (i.e., assess program quality, plan, improve program quality) based on the Quality Standards for Expanded Learning in California?
- What are the timelines, roles of staff and other stakeholders, and how will the results of the assessment(s) lead to site-specific program improvement plans to help refine, improve, and strengthen the quality of the program? Please visit the CDE Guidelines for a Quality Improvement Process Web page.

The ELP is built on a 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.

Congruent with the LCCHS program, 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 LCCHS 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, but including them all here takes us well beyond our character count limit!

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

Student Outcomes:

LCCHS 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.

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

- LCCHS 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.

- LCCHS 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.

- LCCHS staff are skilled, diverse, experienced, and culturally-competent.

- LCCHS 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 LCCHS's Outcomes and the Quality Standards for Expanded Learning, ELP leadership set annual goals/action steps with timelines for feedback and evaluation. To launch this goal-setting, the ELP leadership, principals, and 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 Black Student Union. The students devised the

“Black Joy Cookout.” As a result, attendance of our African-American students increased by about 10% that year.

The school site principal and ELC, 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 line 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 2019-20 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 Institute all ELP staff build their skills in the areas of focus. LCCHS 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

- How will the program funding relate to the program vision, mission, and goals for each site or groups of sites (budgets may be uploaded as separate attachments in FFAST)?

The ELP respectfully requests \$249,999 to fund the program to support its vision, mission, and goals.

It is truly PEOPLE who make magnificent programs run, so \$191,300 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.

Credentialed teachers will be provided a stipend for supporting students in the expanded learning hours. Stipends are also made available to them for coaching or hosting a club.

Line staff make 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 LCCHS. 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.

Benefits are \$17,223 of the requested budget.

The ELP requires some materials, books and supplies such as remediation materials, club supplies and athletic equipment. Books and supplies comprise \$15,000 of the annual budget.

Via our partnership with Seneca Family of Agencies and other entities such as the Wright Institute, a robust mental health program will take place in the after school hours, including social-emotional wellness groups and individual counseling. We will have several mental health providers on site during the after school hours. Interns provided via the Wright Institute will be provided at no cost and will be supervised by the Lighthouse Community Public Schools School Psychologist whose salary is a core day expense. A Seneca mental health provider will be paid \$60/hour for 1.5 hours/day at 170 days to total \$15,300.

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

What is the program organizational structure and role of staff (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? 4628/8000 char

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 Expanded Learning Coordinator (ELC) 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, she is an important point of contact for students and families, being one of the strong “culture carriers” of the ELP. The ELC 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 ELC.

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 ELC for the purposes of the program.

The ELP teaching staff support students in grades 9-12 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 ELP staff also support with Enrichments for 1 hour each day (eg. Stories and Rhymes, La Vida Artistica, Journalism, ASP Athletics, and High School Making and Design).

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 RTI, 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 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 Director of Data and Assessment 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 ELC 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 ELC and core day staff come together to learn and build community through all-day staff retreats. These quarterly days are vital to align around 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 ELC 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, support 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.

- What strategies will be used to create and maintain relationships and ensure communication with external stakeholders such as parents, subcontractors, and community partners?

Strong communication and relationships with all stakeholders is essential if all are going to feel included, informed, and able to provide input. As such, LCCHS has various strategies for how it communicates with parents and community partners, in a two-way fashion. Creating and establishing relationships is begun by finding alignment in shared vision and mission.

To maintain relationships and communicate with parents, LCCHS hosts weekly "Coffee Tuesday" meetings in the campus Family Resource Center — ELP staff share news, upcoming events and opportunities for families to participate and families provide feedback and share ideas. Monthly newsletters, published in Spanish and English, go home to families, and the use of social media keep parents informed too.

Community partners, depending on their depth of involvement in the program, have annual to quarterly meetings with ELP staff to ensure strong communication.

Data about the program — intended outcomes, data, and strategic next steps are also communicated to school staff, parents, and community partners via an annual report.

- How will managers at all levels develop their leadership skills and stay apprised of research and best practices in the field of expanded learning?

Leadership Development is one of the key priorities in the LCCHS strategic plan and has devoted time and resources to it. We know that when our leaders' capacities are built, the whole program can flourish. Because the ELP and LCCHS are in direct alignment and an integral part of the organization, the leadership of ELP receives a wide variety of professional development, including:

- Weekly check-ins with the CAO to receive coaching on dilemmas and growth areas, as well as 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, called 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 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 supports 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 ELP staff also participate in team building activities between the LCCHS 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.

12) Sustainability

- What sustainability plan is in place that will allow the program to continue when the grant ends?

School and program staff has 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.

- What are possible partnerships and funding sources, what is the schedule for revisiting the sustainability plan, and who is responsible for resource development?

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 ASSET's funding will make an amazing program, we realize should it terminate, we need to sustain the program via partnerships and funding sources. Partnerships will include working with Oakland Leaf, a reputable entity that supports after school programming in Oakland and the Lighthouse Creativity Lab, our very own program that teaches making, design, robotics, and coding.

LCCHS 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, a Development Associate, and an External Relations Coordinator. 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 Playworks, Oakland Leaf, Galileo, and Destiny Arts to bolster our program's offerings.