

Lighthouse Community Charter School Expanded Learning Program

After School Education and Safety Program Plan

Prepared by:

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



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Indicate the appropriate scope of the plan from the following:

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B. City

C. County Board of Supervisors

Authorized Signatory (Fiscally responsible for the program.)

Name and Title:	<i>Rich Harrison, CEO, Lighthouse Community Public Schools</i>
Phone:	<i>(303) 472-6124</i>
E-mail	<i>rich.harrison@lighthousecharter.org</i>

Lighthouse Community Charter School Expanded Learning Program — Site Demographics

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

Target Population	Percentage of School Population
➤ Low Income	92.3%
➤ African American	5%
➤ Latino	88%
➤ Asian	.7%
➤ White	1%
➤ Other Race	3%
➤ English Language Learner	45%
➤ Unhoused	3%
➤ Students with Disabilities	17%

Lighthouse Community Charter School

Expanded Learning Program Plan —

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Lighthouse Community Charter School

After School Education and Safety Program Plan

Introduction

The Lighthouse Expanded Learning Program (ELP) has provided a high-quality after-school experience for students since 2007. Located at Lighthouse Community Charter School (LCCS), a TK–8 school on a shared TK–12 campus with Lighthouse Community Charter High, the program is managed by Lighthouse Community Public Schools in East Oakland. ELP serves students in grades TK–8 and is designed to extend and reinforce their academic learning, social-emotional development, and enrichment experiences beyond the school day.

This program plan was developed in collaboration with school leadership, staff, families, students, and community partners. It outlines core program components that have been in place since the program's inception, as well as planned enhancements and refinements for the 2026–2029 grant cycle.

The Lighthouse instructional day and ELP operate as an integrated system, intentionally designed to respond to community needs. Together, they provide a safe and supportive environment, promote physical and emotional well-being, strengthen academic achievement, and foster positive youth development through enrichment, student agency, and meaningful relationships.

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 on the LCCS campus. As a result, transportation to and from an off-campus site is not required.

Students remain on campus when the ELP begins and depart using the same transportation methods utilized during the instructional day, including parent or guardian pick-up, public transportation with a bus stop located directly in front of the school, and walking from the surrounding neighborhood.

Campus safety is supported through established supervision and arrival and dismissal procedures. Trained crossing guards wearing reflective vests and school identification are positioned to support safe pedestrian movement, and school staff supervise arrival and dismissal to ensure student safety during transitions.

- 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 a top priority at LCCS and within the ELP. Safety procedures during expanded learning hours are intentionally aligned with the instructional day to ensure consistency, clarity, and effective response in all settings.

The ELP operates under the same health, safety, behavior, and emergency protocols used during the school day. These procedures are reviewed and updated annually by school leadership and the ELP Coordinator, with oversight from the Director of Student Services. Alignment across

programs ensures students experience consistent expectations and that staff respond effectively in routine and emergency situations.

Staff Training and Preparedness

All ELP staff are Teachers-in-Training (TinTs) who also work during the instructional day, strengthening continuity of supervision and familiarity with schoolwide safety protocols. Staff participate in mandatory safety training at the start of each school year and throughout the year as part of ongoing professional development. Training includes emergency response procedures, student supervision, mandated reporting, first aid and CPR, restorative practices, and trauma-informed approaches.

Because TinTs are responsible for expanded learning programming during Wednesday afternoons, additional training and coaching are embedded into TinT meetings to ensure all staff receive consistent preparation and reinforcement of safety expectations.

Student Safety Procedures and Communication

Student attendance is monitored through daily sign-in and sign-out procedures aligned with school-day systems. Early release and late arrival follow established school policies, and families are informed of expectations during registration and orientation. Medical needs and emergency contact information are collected and maintained in the school's student information system to ensure timely communication and appropriate care.

Behavior expectations during expanded learning hours align with the Lighthouse Student Handbook. Restorative practices are used to address behavioral concerns, and incidents are documented and communicated promptly to school leadership and families as appropriate.

Emergency Protocols and Practice Drills

ELP staff participate in schoolwide emergency preparedness planning alongside instructional-day staff. Emergency procedures—including evacuation, earthquake, and lockdown protocols—are reviewed annually and practiced regularly. Practice drills occur at least quarterly and include students and staff participating during expanded learning hours when applicable. After each drill, leadership debriefs to identify strengths, areas for improvement, and follow-up actions.

Campus Safety and Supervision

The ELP operates on a secure, enclosed campus with controlled access. Students wear uniforms, staff are identifiable by lanyards, and visitor sign-in procedures are enforced. Supervision plans ensure staff know student locations throughout the program, supporting safe transitions and accountability.

Through aligned procedures, regular training, and consistent practice, the ELP provides a safe, supportive environment that mirrors the instructional day and meets the needs of students and families.

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

The ELP at LCCS is intentionally designed to provide a safe, inclusive, and supportive environment that meets the developmental, social-emotional, and physical needs of all students. The program is fully aligned with the instructional day and grounded in EL Education Core Practices, ensuring consistency in expectations, relationships, and supports across learning environments.

EL Education Core Practices emphasize strong relationships, character development, student agency, and a culture of belonging. Within the ELP, these practices are reflected through intentional community-building, clear routines, and adult behaviors that communicate care, respect, and high expectations. When students are known well by adults and peers, they experience greater trust, emotional safety, and engagement—conditions that support both academic growth and positive youth development.

Social-emotional support is reinforced through the consistent use of restorative practices across the school day and expanded learning time. ELP staff are trained in restorative approaches that emphasize relationship-building, accountability, and repair of harm rather than exclusionary discipline. These practices help students develop self-regulation, empathy, conflict resolution skills, and a sense of responsibility to their community. Alignment across settings ensures students experience predictable, fair, and supportive responses to behavior.

All ELP practices are aligned with school-day expectations to ensure students feel safe, supported, and held to shared standards regardless of time or setting. Staff intentionally welcome and release students with care, build trusting relationships, and maintain high expectations for both academic engagement and character. The shared staffing model—where TinTs support students during the school day and expanded learning hours—strengthens continuity, relationships, and student support.

The culture of the ELP is rooted in equity, inclusion, and access. LCCS is a public school and does not discriminate based on race, ethnicity, language, ability, gender identity, or sexual orientation. Expanded learning environments are intentionally designed to affirm students' identities and lived experiences while fostering a strong sense of belonging and safety.

Students' physical health and well-being are supported through daily opportunities for movement, play, and athletics, including structured sports, recreational activities, and developmentally appropriate physical enrichment. Healthy routines and wellness practices are integrated into the program to support the whole child. When students or families require additional support beyond what the ELP can provide, staff collaborate with families and connect them to appropriate community resources.

Through the intentional alignment of EL Education Core Practices, restorative approaches, consistent adult mentorship, and whole-child supports, the ELP provides a safe, nurturing, and developmentally responsive environment where students feel supported, valued, and prepared to succeed academically, socially, emotionally, and physically.

2–Active and Engaged Learning

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

The ELP offers intentional program activities that extend and reinforce the LCCS regular school day to support all students in achieving higher academic outcomes and positive youth development. The design of the ELP is grounded in alignment to the core instructional day, a research-based best practice shown to strengthen academic growth, student engagement, and continuity of learning.

ELP planning is aligned to Lighthouse's EL Education instructional model, which emphasizes rigorous academics, student-centered learning, character development, and strong relationships. Expanded learning time reinforces the same academic language, instructional routines, and grade-level expectations students experience during the school day, providing additional time for guided practice, application, and enrichment rather than disconnected remediation.

Regardless of a student's current level of achievement, ELP programming includes targeted academic supports designed to increase academic success. Students who require additional academic support receive Tier 2 interventions during expanded learning hours, including small-group literacy and math support delivered by trained staff and credentialed educators. These supports are intentionally personalized to meet students at their instructional level while maintaining access to grade-level content.

Recognizing that many students arrive multiple grade levels behind in reading and math, Lighthouse prioritizes evidence-based literacy supports within expanded learning time. Through its partnership with Oakland REACH, students receive individualized literacy tutoring aligned to classroom instruction and informed by student data. These supports focus on foundational reading skills, comprehension, fluency, and confidence—key predictors of long-term academic success.

Students who need support engaging with daily coursework receive structured academic assistance during designated homework and study periods ("Power Hour"), where ELP staff use research-supported strategies such as scaffolding, organization coaching, and guided practice to help students complete assignments and build independent learning skills.

All academic supports are delivered using engaging, student-centered instructional practices that prioritize student voice, relevance, and relationship-building. Expanded learning is intentionally designed to be flexible and responsive, recognizing that academic success is not achieved through a "one size fits all" approach. Students are encouraged to exercise agency in selecting academic supports and enrichment opportunities that best meet their needs, strengthening motivation, belonging, and positive academic identity.

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

Program activities at the ELP are grounded in EL Education, a national school model that places students at the center of their learning through hands-on, project-based instruction, strong relationships, and meaningful engagement with community issues. Because the ELP is closely aligned to the regular school day, these instructional practices are fully integrated into expanded learning hours.

ELP activities intentionally promote positive youth development by creating environments where students feel safe, known, and empowered. Through consistent routines, caring adult mentors, and collaborative learning experiences, students develop social-emotional skills such as communication, collaboration, perseverance, leadership, and self-advocacy. Partnerships with organizations such as Higher Ground further support students' social-emotional learning, wellness, and engagement during afterschool hours.

Hands-on, project-based learning is a core feature of ELP enrichment. Classes and clubs engage students in authentic, real-world tasks that require critical thinking, creativity, and collaboration, culminating in meaningful products, performances, or service experiences. These projects are rooted in students' interests and community needs, helping students see the relevance of their learning and their role as contributors.

Building on a strong track record of success, ELP students have:

- Built and maintained school gardens
- Volunteered at local food banks
- Fostered and trained orphaned dogs
- Created art exploring the impact of gun violence
- Painted murals and constructed furniture for their school community

To ensure programming remains engaging, responsive, and student-centered, the ELP rotates club offerings throughout the year based on student interest surveys, enrollment trends, and developmental needs. This approach centers student voice, increases participation, and allows students to explore a variety of interests while maintaining consistent expectations and routines.

The ELP also prepares students for success in the 21st century by integrating "Making" and design-based learning, an iterative process of tinkering, problem-solving, and creation that helps students develop identities as designers and innovators. Students and families are encouraged to use their agency to propose and launch clubs aligned to their interests.

ELP offers a wide range of enrichment opportunities, including:

- Athletic teams participating in district-wide leagues (co-ed flag football; girls' and boys' basketball and soccer)
- Soccer Shots for younger students, providing developmentally appropriate physical activity that builds coordination, confidence, teamwork, and foundational motor skills
- Middle School Skate Club, which uses skateboarding as a vehicle to teach resilience, perseverance, and goal-setting. Students are provided access to equipment and instruction from experienced mentors, reducing barriers to participation while reinforcing growth mindset, safety, and self-confidence
- Student Government classes led by the Youth Leadership Developer to elevate student voice and leadership
- Girl Scouts programming to expose elementary students to STEM, life skills, and outdoor experiences
- Arts enrichment through Destiny Arts, including Hip-Hop Dance, African Dance, and Spoken Word, fostering creativity and cultural pride

For many students, athletics and enrichment serve as key engagement points that strengthen school connection and contribute to improved academic outcomes. Support groups and affinity groups are also offered during afterschool hours to ensure students feel affirmed and supported.

Through this comprehensive combination of academic supports, enrichment, athletics, and social-emotional programming, students are served in multi-aged, diverse, small-group settings supported by well-trained staff—resulting in improved academic performance, stronger engagement, and positive youth development.

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

The summer ELP at LCCS is intentionally designed to address identified school and community needs, including unfinished learning in literacy and math, learning loss, and students' social-emotional well-being. The program is aligned to the instructional day and Lighthouse's EL Education model, ensuring continuity in expectations, instructional practices, and student supports across learning environments.

Academic programming is data-informed and responsive to student need. Using assessment data, teacher input, and end-of-year performance trends, the summer ELP provides targeted, small-group Tier 2 literacy and math interventions alongside structured academic support time. Instruction reinforces grade-level standards, academic language, and core instructional routines while allowing students to receive differentiated support. Evidence-based literacy practices are prioritized to strengthen foundational reading skills, comprehension, fluency, and confidence—areas identified as critical through schoolwide data and program observations.

In alignment with the ASES Quality Standards for Active and Engaged Learning and Skill Building, the summer ELP also emphasizes hands-on, project-based enrichment that supports positive youth development. Enrichment experiences are intentionally designed to promote engagement, belonging, and leadership while building social-emotional competencies such as collaboration, perseverance, communication, and self-advocacy. Students participate in meaningful, developmentally appropriate projects that often culminate in tangible products, performances, or service activities connected to real-world contexts.

Enrichment offerings—including arts, athletics, leadership development, and service learning—are informed by student interest, family input, and community needs. Partnerships with community organizations further expand opportunities for students to explore interests, build skills, and strengthen positive relationships with caring adults. This integrated approach ensures that summer programming is culturally responsive, engaging, and supportive of the whole child.

Through intentional alignment to the school day, use of data to guide instruction, and a balanced focus on academics, enrichment, and social-emotional growth, the Lighthouse summer ELP provides a safe, supportive, and high-quality learning environment that advances student achievement and overall well-being, consistent with ASES program goals and quality standards.

3–Skill Building

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

LCCS has intentionally designed its ELP to align with the core instructional day and extend student learning during the critical after-school hours. The program design is informed by out-of-school time research and best practices, which emphasize alignment to the school day, strong adult-student relationships, active and engaging learning, student choice, and consistent routines. With ASES funding, the ELP operates immediately following the school day—Monday, Tuesday, Thursday, and Friday from 3:30–6:00 p.m., and Wednesdays from 1:30–6:30 p.m.—providing approximately 15 hours per week of expanded learning for 36 weeks per year.

The ELP is structured around three integrated components that work together to improve academic achievement, engagement, and whole-child outcomes:

- Recreation & Wellness
- Educational & Literacy Element (Literacy & Math Lab)
- Enrichment Arc

An additional Project Block is included on Wednesdays to allow for deeper academic and enrichment experiences.

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

Literacy & Math Lab (Educational and Literacy Element)

The Literacy & Math Lab directly supports improved student academic achievement by reinforcing classroom instruction and addressing unfinished learning in a structured, supportive environment. Mirroring the core academic day, students participate in a daily block of competency-based, personalized learning supported by trained staff and academic mentors.

During this time, students:

- Receive structured homework support aligned to classroom expectations
- Engage in targeted literacy and math practice at the "just-right" instructional level
- Build executive functioning skills such as goal-setting, time management, and organization

Literacy instruction is strengthened through Lighthouse's partnership with Oakland REACH, which provides individualized literacy tutoring using Amira, an adaptive reading tool grounded in the science of reading. Amira reinforces decoding, fluency, and comprehension skills emphasized during the school day, ensuring instructional strategies that are effective in classrooms are intentionally extended into expanded learning time.

Consistent with out-of-school-time best practices, TinTs staff both the school day and the ELP. This shared staffing model strengthens continuity, allowing students to experience consistent instructional strategies, academic language, behavioral expectations, and relationship-based supports across settings. Research shows that this type of alignment improves skill transfer, engagement, and student confidence.

These academic supports respond directly to family-identified needs, including limited access to homework help at home and the need for support with study skills and learning habits. By combining academic intervention with agency-building practices, the Literacy & Math Lab improves academic performance while supporting students' long-term success as independent learners.

Enrichment Arc

The Enrichment Arc contributes to overall student success by increasing engagement, motivation, and real-world application of academic and social-emotional skills. Grounded in EL Education

Core Practices, enrichment experiences emphasize hands-on, project-based learning, high-quality student work, collaboration, and reflection.

Enrichment activities are intentionally designed to:

- Build critical thinking, creativity, collaboration, and communication skills
- Increase student motivation and connection to school
- Support identity development through culturally responsive learning opportunities
- Culminate in authentic products, performances, or exhibitions

Students enroll in enrichment classes by choice, a research-supported out-of-school-time practice that increases participation, persistence, and engagement. Enrichment offerings rotate by semester based on student interest and developmental needs, allowing students to explore new skills while maintaining predictable routines. Many enrichment experiences culminate in exhibitions of student work, reinforcing pride, accountability, and celebration of learning.

Sample enrichment offerings include:

- Fitness & athletics: Basketball, Soccer, Kickball, Tetherball, Four Square
- Dance & drama: Hip Hop Dance, World Dance, Poetry
- Art & making: DIY, Life Hacks, Film Analysis
- Music: Hip-Hop Lyric Analysis, Student Rap & Poetry
- STEM: Coding, Technology & Engineering Projects, Girl Scouts

Recreation & Wellness

Recreation time (3:30–4:00 p.m.) supports physical development, self-regulation, and readiness to learn. Students rotate through recess, fitness/wellness activities, and healthy snack time—an out-of-school-time best practice that balances movement, nourishment, and social connection to support academic focus later in the program.

Wednesday Project Block

On Wednesdays, extended programming allows for student-informed, in-depth projects that integrate academic skills, enrichment, and cultural celebration. While students still participate in Literacy & Math Lab, the Project Block provides time for deeper exploration, collaboration, and application of learning through making, design, and community-connected projects.

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

The ELP is intentionally designed in response to school and community needs, informed by multiple data sources including family and student surveys, focus groups, academic achievement data, educator input, and current out-of-school-time research. This data consistently highlights the need for safe, structured after-school environments; increased access to aligned academic interventions; meaningful enrichment opportunities; and programming that supports long-term success.

LCCS serves a predominantly low-income community in Oakland, with 92% of students eligible for free or reduced-price meals, 45% identified as English Learners, and most students who will be the first in their families to attend college. Many students face academic, social, and emotional

challenges that require additional time, support, and relationship-based interventions beyond the school day.

The ELP directly responds to these needs by:

- Providing safe, supervised after-school care for working families
- Extending access to aligned literacy and math interventions
- Offering enrichment opportunities that build engagement, confidence, and belonging
- Supporting social-emotional development through consistent routines and caring adult relationships

Grounded in EL Education practices and out-of-school-time best practices, the ELP engages students in active, meaningful learning that complements classroom instruction while addressing whole-child needs. By intentionally aligning academic support, enrichment, recreation, and staffing across the school day and expanded learning hours, Lighthouse ensures the program meets the needs of its students and families while supporting improved academic achievement and overall student success.

4–Youth Voice and Leadership

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

The ELP at LCCS is intentionally designed to evolve based on student data, feedback, and alignment with the instructional day. Program decisions related to academic supports, enrichment offerings, staff training, and project design are guided by a combination of assessment data, qualitative feedback, and ongoing observation, ensuring the program remains responsive and effective.

Academic planning within the ELP is informed by multiple measures used during the school day, including Interim Assessment Blocks (IABs), MAP assessments, DIBELS, and Social-Emotional Learning (SEL) screeners. These data points help identify instructional priorities, skill gaps, and areas of strength. School-day teams and ELP leadership review this data collaboratively to ensure that academic strategies and interventions that are effective during the day are intentionally reinforced during expanded learning time.

In addition to formal assessments, ELP staff rely on program observations, student work samples, and anecdotal feedback from students and families gathered during programming and events. This qualitative data provides insight into student engagement, interests, and emerging needs that may not be captured through assessments alone.

Consistent with EL Education Core Practices, both assessment data and student feedback inform the development of enrichment projects and expeditions. Academic trends help shape project themes and skill focus areas, ensuring students can apply literacy, math, and critical thinking skills through hands-on, meaningful work that culminates in tangible products, performances, or exhibitions. Staff training priorities are adjusted accordingly to support instructional alignment, student-centered facilitation, and high-quality project outcomes.

- **Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact**

program practices, curricula, or policies, including opportunities for student leadership.

Student voice and agency are central to the design and continuous improvement of the ELP. Grounded in Lighthouse's core values of Community, Social Justice, Agency, Love, and Integrity, the ELP intentionally creates multiple, developmentally appropriate opportunities for students to share their perspectives and influence program decisions.

Students provide input through annual and quarterly surveys, youth-led focus groups, daily check-ins, and ongoing informal conversations with staff. Program leaders also engage in student shadowing and observation to better understand the student experience during expanded learning hours. Feedback collected through these channels is reviewed regularly and directly informs program adjustments, enrichment offerings, schedules, and staff training.

Involving students in program decision-making increases ownership, engagement, and accountability. As a result of student feedback, the ELP has expanded culturally responsive programming, affinity spaces, and community celebrations, including events such as Black History Month programming and Día de los Muertos celebrations.

Students also participate in leadership structures that shape the program. A Student Leadership Club and youth planning groups provide opportunities for students to help identify needs, propose ideas, and support implementation of activities and events. After-school staff serve as facilitators, supporting students in translating their ideas into action while ensuring alignment with program goals.

Through these structures, students have direct influence over ELP practices and curricula, reinforcing a sense of belonging and investment that contributes to improved attendance, engagement, and academic success.

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

The ELP intentionally scaffolds choice and leadership to meet students' developmental needs across grade levels. Agency is defined at LCCS as empowering students to pursue purposeful action as lifelong changemakers, and this value is embedded throughout ELP programming.

For younger students, choice is built into daily activities such as enrichment selection, recreation options, and project participation. These structured choices allow students to explore interests, build confidence, and practice decision-making in supportive environments while maintaining predictable routines.

As students progress into upper elementary and middle school, opportunities for leadership deepen. Older students take on active roles in identifying real-world problems, designing solutions, and leading service-learning and community-based projects. Through a structured process of goal-setting, planning, reflection, adult mentorship, and public sharing of learning, students move from participants to leaders.

Examples of student leadership include:

- Middle school students mentoring and supporting younger students during program time

- Student-led campus beautification and cleanup efforts
- Youth organizing and supporting school-wide events such as Harvest Fest
- Service-learning projects including garden-building, installation art, neighborhood cleanups, and fundraising for community improvements

These leadership experiences are closely connected to both school-day learning and EL Education practices, helping students apply academic skills in authentic contexts while building confidence, collaboration, and civic responsibility. Over time, students develop the skills and mindset needed for success in high school, 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.**

LCCS is grounded in the belief that students' academic success is closely connected to their social, emotional, and physical well-being. The school wellness plan outlines expectations related to nutrition, physical activity, and social-emotional wellness, and the ELP is intentionally aligned to these priorities to ensure consistency across the instructional day and after-school hours.

The ELP promotes a safe, clean, and welcoming environment where students feel supported and cared for. Consistent with EL Education Core Practices, wellness is embedded into daily routines and enrichment experiences rather than treated as a separate component. Staff prioritize relationship-building, belonging, and predictable structures that support students' emotional safety and readiness to learn.

Aligned healthy practices within the ELP include daily opportunities for physical activity, access to nutritious snacks that meet school and federal nutrition guidelines, and social-emotional supports embedded through restorative and relationship-based practices. Recreation, athletics, and enrichment activities promote movement, teamwork, and perseverance, while program routines reinforce healthy habits and self-regulation.

In addition to site-based practices, the ELP aligns with broader wellness efforts led by Lighthouse Community Public Schools, which hosts an annual community wellness event for students and families. This event brings together families, staff, community members, and wellness vendors to promote education and access related to physical health, mental health, nutrition, and overall well-being. Alignment with this event reinforces that wellness is a shared priority across the district, school day, and the ELP.

Health and wellness information, including the student wellness policy, is shared with families through handbooks, newsletters, meetings, and school communications. Outreach emphasizes the connection between student health, engagement, and academic success, reinforcing a shared commitment to supporting the whole child.

- **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.**

The ELP incorporates healthy nutrition and physical activity as core components of daily programming, aligned with the school wellness plan and best practices in out-of-school time

programs. These practices are designed to be developmentally appropriate, inclusive, and responsive to student needs.

Students receive free, nutritious snacks each day through the program's partnership with LunchMaster, with additional servings made available for families when possible. Snacks are aligned with state and federal nutrition requirements, including California Education Code Section 49431.7 and federal regulations regarding Foods of Minimal Nutritional Value. The ELP discourages the promotion or marketing of non-nutritious foods and beverages and reinforces healthy choices through daily routines and staff modeling.

In alignment with the California After School Physical Activity Guidelines, the ELP provides students with 30 to 60 minutes of daily physical activity. Activities are supervised by trained staff at appropriate ratios and are designed to promote fitness, coordination, teamwork, and enjoyment of movement. Physical activities include structured athletics such as soccer, basketball, and flag football, as well as recreation and fitness-based games that support student engagement and well-being.

Physical activity programming is reviewed and adjusted over time using participation data, student feedback, and available fitness indicators to ensure activities meet student needs and interests. Staff professional development includes strategies for supporting student wellness and modeling healthy behaviors, with mindfulness, movement, and self-regulation practices integrated into programming and enrichment.

The ELP's focus on nutrition and physical wellness is further strengthened through alignment with district-led initiatives, including the annual family wellness event hosted by Lighthouse Community Public Schools. This event connects families to community-based organizations and wellness resources and reinforces shared priorities related to physical health, mental health, and nutrition across the school day and expanded learning hours.

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

Some examples of nutritious snacks offered during the Lighthouse ELP include:

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

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

6–Diversity, Access, and Equity

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

The ELP at LCCS is grounded in the belief that students' identities, cultures, languages, and lived experiences are assets that must be honored and reflected in their learning environments. Serving a racially, culturally, and linguistically diverse student population, the ELP intentionally creates

spaces where students feel seen, valued, and affirmed while developing the character, skills, and confidence to contribute meaningfully to their communities.

The ELP is aligned with the school's vision, history, and values, as well as EL Education Core Practices, which emphasize belonging, character development, student voice, and learning rooted in community and purpose. Diversity, equity, and inclusion are embedded into program design, staffing, enrichment offerings, and family engagement rather than treated as isolated initiatives.

The ELP promotes and celebrates students' cultural and unique backgrounds through multiple structures and practices. Daily Crew-aligned routines create opportunities for students to be known well, share their experiences, and build empathy across lines of difference. Enrichment activities invite students to explore identity, culture, and expression through art, music, movement, storytelling, and project-based learning connected to real-world issues.

Cultural celebrations and community events are intentionally woven throughout the year and planned with student and family leadership. These include celebrations such as Día de los Muertos, Black History Month, Juneteenth, Asian and Pacific Islander Heritage Month, Lunar New Year, and other culturally responsive events that reflect the school community. These experiences often include traditional foods, performances, storytelling, and exhibitions of student work, reinforcing pride, belonging, and cross-cultural understanding.

The ELP also prioritizes representation and relationship-based practice through staffing. Staff are recruited from the local community, families, and alumni, resulting in a team that reflects the cultural and linguistic diversity of the students served. Ongoing professional learning supports culturally responsive facilitation, restorative practices, and EL Education-aligned approaches to character and community.

Partnerships with community-based organizations such as Oakland Natives Give Back, Higher Ground, and Youth ALIVE further strengthen the ELP's commitment to culturally grounded, identity-affirming programming. Through these partnerships, students engage in enrichment, mentoring, and leadership experiences that connect learning to community, history, and lived experience.

Through intentional structures, inclusive practices, and community-centered partnerships, the ELP creates an environment where diversity is celebrated, students' identities are affirmed, and all young people are supported in developing pride in who they are and who they are becoming.

- **Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participating in the program.**

The ELP at LCCS is committed to ensuring equitable access and meaningful participation for all students, including students with disabilities, English language learners, and students who may experience barriers to engagement. This commitment is grounded in strong relationships, alignment with the instructional day, and a belief that every student belongs and can succeed when provided the appropriate supports.

Outreach and recruitment efforts are intentionally inclusive. Program information is shared widely through multiple channels, including emails, texts, school announcements, family meetings, and conferences. Materials are translated as needed, and staff who speak students' home languages support communication with families. All students are invited to participate in the ELP during

registration, back-to-school events, and ongoing family conferences to ensure access is not limited by awareness or familiarity.

Supports for students with disabilities and English learners are closely aligned to the school day. During IEP and 504 meetings, ELP staff are included in conversations to identify how expanded learning time can reinforce academic, behavioral, and social-emotional supports. Students who receive Tier 2 interventions during the school day are referred to aligned small-group academic support, literacy tutoring, and structured enrichment within the ELP. Students are not tracked or segregated by ability level; instead, supports are embedded within inclusive group settings.

The ELP partners with organizations such as Higher Ground and Youth ALIVE to provide tiered academic, social-emotional, and mentoring supports that extend beyond the classroom. These partnerships help reduce barriers to participation by addressing student needs related to engagement, wellness, and connection, particularly for students who may require additional relational or emotional support.

Program practices are designed to be accessible and responsive. Flexible grouping, differentiated instruction, visual supports, predictable routines, and relationship-based approaches help ensure students with diverse learning needs can fully participate. Dedicated ELP staff build trusting relationships with students, providing continuity, advocacy, and individualized support during after-school hours.

Family partnership is central to this work. Student-led conferences, exhibitions of student learning, and school-wide cultural events create opportunities for families to engage meaningfully in their children's education. These structures reinforce that students and families who may otherwise feel on the margins are valued, welcomed, and essential members of the school community.

Through inclusive outreach, aligned supports, community partnerships, and intentional relationship-building, the ELP ensures students with disabilities, English learners, and students facing barriers have equitable access to high-quality programming that supports their academic success, well-being, and sense of belonging.

7–Quality Staff

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

LCCS ensures that all ELP staff who directly supervise students meet applicable instructional aide minimum requirements or equivalent qualifications, as verified during the hiring process. Prior to placement, administrators review candidate qualifications, experience working with youth, and required clearances to ensure eligibility in accordance with state and local guidelines.

The ELP Coordinator, under the supervision of the Director of Student Services, is responsible for confirming staff eligibility, maintaining documentation, and ensuring appropriate supervision structures are in place. Ongoing monitoring, coaching, and professional development further ensure that staff are prepared to safely and effectively support students during expanded learning hours. Documentation verifying instructional aide eligibility, including education, background clearances, and required certifications, is maintained on file and reviewed annually.

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

The quality of the ELP at LCCS is grounded in the preparation, support, and continuous development of its staff. Professional development is intentionally designed to align with the instructional day, strengthen staff practice, and ensure consistent, high-quality experiences for students across all learning environments.

All ELP staff, with the exception of the ELP Coordinator, serve as TinTs during the instructional day and transition into expanded learning programming after school. This shared staffing model allows staff to participate in schoolwide professional development on pupil-free days alongside instructional-day staff. These sessions focus on priority areas such as academic interventions, restorative justice practices, attendance engagement strategies, classroom and behavior management, and culturally responsive instruction, ensuring coherence across settings.

Professional development begins with a structured onboarding process that prepares staff to support students effectively and safely. Onboarding includes training in relationship-building, restorative practices, youth development, EL Education-aligned instructional practices, inclusion of students with disabilities and English learners, and program routines and safety protocols.

Ongoing professional development is embedded throughout the year. Weekly ELP staff meetings provide opportunities to reflect on practice, address challenges, and engage in targeted skill-building aligned to immediate program needs. Because TinTs are actively running programming during Wednesday expanded learning hours, additional professional development is embedded into TinTs' regular meetings to ensure equitable access to training, coaching, and reflection. These meetings support instructional skill development, behavior support strategies, and alignment to both school-day and expanded learning priorities.

Each ELP staff member maintains a Professional Development Plan that includes shared program-wide goals and individualized growth goals. Practice is supported through regular observations, feedback, and coaching provided by the ELP Coordinator, with additional guidance from school leadership as needed. Staff are also surveyed regularly to assess job satisfaction and professional learning needs, allowing leadership to respond and adjust supports.

Quarterly professional development days allow for deeper learning and collaboration. One day is shared with the broader school staff to maintain alignment with schoolwide initiatives, while another is dedicated to ELP staff to focus on expanded learning quality, enrichment facilitation, and youth leadership development.

To further build staff capacity, the ELP partners with external organizations that model high-quality programming. Partnerships such as We Lead Ours support staff training in substance use prevention and leadership development, while collaborative programming with organizations like Galileo allows TinTs to observe and practice effective strategies for student engagement, group management, and hands-on, project-based learning.

Through this intentional system of onboarding, embedded professional development, coaching, school-day alignment, and strategic partnerships, the ELP staff are continuously supported and growing—regardless of experience level—resulting in high-quality programming and strong outcomes for students.

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

Not currently applicable.

8–Clear Vision, Mission, and Purpose

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

At LCCS, the ELP is intentionally designed in direct response to the needs of our students, families, school community, and surrounding neighborhoods. Program design is informed by multiple data sources, including academic assessment data, attendance and engagement trends, social-emotional indicators, student and family feedback, and ongoing collaboration with school-day staff and community partners.

Student needs are identified through a combination of academic assessments (including Interim Assessment Blocks, MAP, and DIBELS), attendance and truancy data, and SEL screeners used during the instructional day. These data indicate that many students enter school performing below grade level in literacy and math and require additional time and support to close opportunity gaps. Program observations, educator input, and student work samples further inform areas where students need targeted academic reinforcement, executive functioning support, and increased engagement.

Family and student voice play a critical role in identifying needs. Through surveys, focus groups, conferences, and informal conversations, families and students consistently share that many caregivers are unable to support homework at home due to work schedules, language barriers, or unfamiliarity with academic content. Students also express a need for support in developing skills such as time management, goal setting, study strategies, help-seeking, and confidence. These inputs directly shape the ELP's academic structures and enrichment design.

Community context is also a key consideration. Lighthouse serves a predominantly low-income, racially and linguistically diverse community in Oakland, where families face systemic barriers related to housing instability, economic stress, and community safety. Attendance data and school climate indicators underscore the importance of providing safe, structured, and engaging after-school options that support both student learning and working families.

In response to these identified needs, the ELP leverages a range of school-based and community resources. Academic supports during expanded learning time are aligned with the instructional day and include Literacy & Math Lab, individualized and small-group supports, and literacy tutoring through Oakland REACH. TinTs and ELP staff collaborate with classroom teachers to reinforce effective instructional strategies and ensure continuity across settings.

Social-emotional and behavioral needs are addressed through relationship-based practices aligned to EL Education Core Practices, restorative approaches, and partnerships with community organizations such as Higher Ground, Youth ALIVE, and Oakland Natives Give Back. These partnerships extend the school's capacity to provide mentoring, prevention programming, culturally grounded enrichment, and targeted supports that strengthen engagement and belonging.

The ELP also responds to students' developmental and emotional needs by offering a wide range of enrichment opportunities that promote balance, identity development, and joy. Students

consistently report that enrichment provides space to explore interests, express themselves, and feel connected to school beyond academics. Enrichment projects and expeditions are informed by assessment trends and student interests, allowing students to apply academic skills through hands-on, meaningful work aligned with EL Education's emphasis on high-quality, authentic learning.

Ongoing evaluation ensures the program remains responsive. Attendance trends, assessment data, student and family feedback, and staff observations are reviewed regularly to adjust supports, refine programming, and allocate resources effectively. Through this continuous improvement process, the ELP addresses identified needs while building on the strengths of the school community.

By grounding program design in data, lived experience, and partnership, Lighthouse's ELP provides a comprehensive response to the academic, social-emotional, and safety needs of students and families—ensuring expanded learning time meaningfully supports student success during and beyond the school day.

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

Based on findings from academic assessment data, attendance and engagement trends, social-emotional indicators, and student and family feedback, the ELP at LCCS has established the following program goals. Program quality and progress toward these goals are guided by a Continuous Quality Improvement (CQI) model informed by research-based indicators of high-quality out-of-school time programs.

Program Goals:

1. Improve student academic achievement and learning readiness by providing aligned literacy and math supports during expanded learning time that reinforce instructional-day strategies and standards.
2. Increase student engagement, agency, and persistence through culturally responsive enrichment experiences that build skills, foster curiosity, and culminate in authentic projects, performances, or exhibitions of learning.
3. Support whole-child development by promoting healthy practices related to physical activity, nutrition, and social-emotional well-being in alignment with the school wellness plan.
4. Strengthen student belonging and safety by maintaining a welcoming, relationship-centered environment that reflects EL Education Core Practices and restorative approaches.

Data Collection and Evaluation:

Progress toward these goals is evaluated using multiple measures, including:

- Academic growth data from Interim Assessment Blocks (IABs), MAP, and DIBELS to monitor skill development and instructional alignment
- Attendance and participation data to assess student engagement and access
- SEL screeners and observational data to inform social-emotional supports
- Student and family surveys to measure satisfaction, sense of belonging, safety, and program relevance

- Program observations and staff reflections aligned to Leading Indicators of Quality for youth programs

ELP leadership reviews data regularly to identify trends, inform program adjustments, and refine professional development priorities. This ongoing cycle of data collection, reflection, and improvement ensures the program remains responsive to student needs and aligned to best practices.

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

Stakeholder engagement is central to the design and continuous improvement of the ELP at LCCS. Stakeholders include students, families, program staff, instructional-day teachers, school leaders, and community partners. Because the ELP is fully integrated into the school's daily operations, collaboration and shared accountability occur across the instructional day and expanded learning hours.

All ELP staff, with the exception of the ELP Coordinator, are TinTs who also serve students during the school day. This shared staffing model ensures that program design, goals, and expected outcomes are informed by daily classroom experience and close collaboration with instructional-day teams. TinTs support academic instruction, behavioral and social-emotional interventions, and enrichment during the school day and then extend that work into expanded learning time, strengthening alignment and responsiveness to student needs.

Student and family voice informs program priorities through surveys, focus groups, conferences, and informal feedback gathered throughout the year. Students are also engaged through student-led community meetings and leadership groups that review feedback and propose program improvements. Families participate as active partners through monthly Coffee Tuesdays and quarterly Parent Advisory Council (PAC) meetings, which provide structured opportunities to collaborate with school and ELP leadership on program goals, school climate, and student supports.

Program staff voice is intentionally centered. ELP staff are regularly surveyed during professional development sessions to assess job satisfaction, sense of purpose, training needs, and alignment to the program mission. Feedback from these surveys directly informs professional development planning, staffing structures, and program improvements. This practice supports staff retention, effectiveness, and shared ownership of program goals, which research identifies as a key driver of high-quality expanded learning programs.

School leadership and instructional-day staff play an active role in shaping ELP outcomes. The ELP Coordinator meets regularly with the principal and site leaders to review data, evaluate program effectiveness, and ensure alignment with schoolwide priorities. Instructional-day teachers collaborate with ELP staff to identify student needs, share instructional strategies, and coordinate interventions. Several credentialed teachers and paraprofessionals work across both the school day and ELP, further strengthening continuity.

Community partners extend the program's capacity to meet student and family needs. Partnerships with organizations such as Oakland Natives Give Back, Higher Ground, Youth ALIVE, We Lead Ours, and Galileo inform enrichment design, prevention programming, mentoring, and

staff development. Partners are selected based on identified community needs and are engaged through ongoing communication and shared goals.

Regular communication supports transparency and collaboration. Weekly staff updates, family newsletters, orientations, and community events keep stakeholders informed and engaged. Signature events such as Lights On! After School, Back-to-School Nights, and family workshops provide opportunities to celebrate student learning and reinforce shared priorities.

Through these intentional structures—including staff voice, student leadership, family engagement, school-day integration, and community partnerships—the ELP ensures that all stakeholders meaningfully contribute to the program's mission, vision, goals, and expected outcomes, resulting in a responsive, sustainable, and community-centered program.

9–Collaborative Partnerships

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

Program Leadership and School-Day Integration

LCCS and the ELP operate as a fully integrated system. The ELP Coordinator collaborates with the principal, instructional-day staff, and student services teams to plan, implement, and continuously improve the after-school program. All ELP staff, except the Coordinator, are TinTs who also work during the school day, ensuring alignment in academic supports, behavior expectations, restorative practices, attendance interventions, and student engagement across settings.

Community-Based Organizations Supporting Student Engagement and Safety

Oakland Natives Give Back partners with Lighthouse to support student attendance, engagement, and belonging through culturally grounded strategies. Their work includes data-informed attendance initiatives, student and family focus groups, staff learning, and the development of student leadership and engagement structures that inform both school-day and after-school programming.

Youth ALIVE partners with Lighthouse to provide prevention-focused programming and intensive supports for identified students. Services include mentoring, individualized case management, family engagement, and coordination with school and ELP intervention teams to support student safety, engagement, and well-being.

We Lead Ours partners with Lighthouse to provide substance use prevention, drug cessation education, and youth leadership development. Programming is delivered during both the school day and expanded learning hours and includes training TinTs to facilitate prevention programming and support students in becoming peer leaders.

Academic and Enrichment Program Partners

Galileo partners with the ELP to model high-quality, engaging enrichment programming. Through co-facilitation and observation, TinTs and Expanded Learning staff strengthen skills in activity design, project-based learning, student engagement, and group management, supporting continuous program quality improvement.

Girl Scouts partners with Lighthouse to provide inclusive STEM-focused enrichment and leadership opportunities. Programming emphasizes problem-solving, collaboration, and real-world learning experiences, including service-based activities and field experiences.

Skate Club (Double Down Magazine) provides an in-kind enrichment program that uses skateboarding to build resilience, confidence, emotional regulation, and perseverance. Students receive access to equipment, instruction, and a supportive environment that promotes positive youth development.

Physical Wellness and Nutrition Partners

Soccer Shots provides developmentally appropriate soccer enrichment for TK–5 students, focusing on physical development, teamwork, confidence-building, and listening skills. The program supplies instruction, equipment, and structured lessons aligned with school expectations.

The Oakland Athletic League partners with the ELP to offer structured team sports, including flag football, basketball, and soccer. Participation supports physical wellness, teamwork, leadership development, and positive school engagement.

LunchMaster provides nutritious snacks for ELP participants in alignment with state and federal nutrition guidelines and the school wellness plan, supporting student health, focus, and access to food during after-school hours.

Continuous Improvement and Future Partnerships

LCCS regularly engages students, families, staff, and community members to assess program effectiveness and identify opportunities for improvement. Feedback and data are used to refine existing partnerships and identify new collaborators that align with ASES priorities, student interests, wellness goals, and community needs.

10–Continuous Quality Improvement

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

The ELP at LCCS operates within a strong culture of Continuous Quality Improvement (CQI), grounded in the regular collection, analysis, and use of multiple measures of student success. Data systems, review cycles, and decision-making processes are intentionally aligned with the instructional day to ensure coherence, shared accountability, and continuous refinement of academic enrichment opportunities.

Measures of student success are drawn from academic, attendance, engagement, and perception data and are reviewed collaboratively by school-day and Expanded Learning leadership.

Key measures include:

Student attendance and participation

Student attendance in the ELP is monitored regularly and analyzed alongside core day attendance data. Participation trends, consistency of attendance, and enrollment patterns are reviewed monthly to identify barriers to access, strengthen engagement strategies, and align supports with schoolwide attendance initiatives. Attendance data informs program design, staffing, and targeted outreach to students and families.

Academic progress and learning readiness

Academic growth is monitored using instructional-day assessments, including Interim Assessment Blocks (IABs), MAP, and DIBELS, as well as classroom-based formative assessments and student work samples. These data points are used to identify skill gaps, monitor progress over time, and align Literacy & Math Lab supports with instructional-day strategies. Rather than operating as a separate academic system, ELP academic enrichment reinforces the same standards, instructional approaches, and learning goals students experience during the school day.

Student engagement, belonging, and well-being

Social-emotional indicators, student behavior data, and observational feedback are used to assess student engagement, sense of belonging, and overall program climate. These measures are aligned with EL Education Core Practices and restorative approaches used during the instructional day and inform adjustments to enrichment offerings, group structures, and staff support strategies.

Student, family, and staff feedback

Surveys and feedback tools are administered to students, families, and staff to assess satisfaction, perceived safety, relevance of enrichment offerings, and overall program quality. Feedback is collected through surveys, focus groups, Coffee Tuesdays, Parent Advisory Councils, and ongoing informal check-ins. Staff feedback collected during professional development sessions informs program improvements, training priorities, and staff support structures.

Instructional-day collaboration and feedback

Feedback from instructional-day teachers and student services teams is incorporated into CQI cycles through coordination meetings, data reviews, and shared planning time. This ensures expanded learning supports align with classroom expectations, intervention plans, and student needs.

Data Review and Improvement Cycles

Data is reviewed on a regular cycle by Expanded Learning leadership in collaboration with site leadership and instructional-day teams. Findings are used to refine academic enrichment structures, adjust enrichment offerings, inform professional development, and strengthen partnerships. Data is disaggregated by student group where appropriate to monitor equity and access.

Findings and progress are shared with staff and families through meetings, newsletters, and schoolwide communications to promote transparency and shared ownership of improvement efforts.

By using multiple, aligned measures of student success and embedding data review into regular decision-making structures, the ELP ensures that academic enrichment opportunities remain responsive, effective, and fully coherent with the instructional day and the overall goals of the program.

- Describe how (i.e., methods and frequency) the program will engage in a data-driven CQI process (i.e., assess program quality, plan, improve program quality) based on the *Quality Standards for Expanded Learning in California* available on the After School Network Web page at <http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program. Please visit the CDE's Guidelines for a Quality Improvement Process Web page at <http://www.cde.ca.gov/ls/ba/as/implementation.asp>.

The ELP at LCCS operates within a structured, data-driven Continuous Quality Improvement (CQI) process aligned to the California Quality Standards for Expanded Learning. CQI is both a mindset and a system used to assess program quality, plan improvements, implement changes, and monitor impact over time. This process ensures that expanded learning remains responsive to student needs, aligned with the instructional day, and grounded in evidence-based practices.

Program goals and quality benchmarks are rooted in the Lighthouse strategic plan, which defines shared outcomes and indicators across community, student, family, and staff domains. These outcomes establish the "why" of the program, while the Quality Standards for Expanded Learning guide the "how" of daily practice within the ELP. Expanded learning goals are intentionally aligned to schoolwide priorities to ensure coherence and shared accountability.

The ELP uses an Assess–Plan–Do CQI cycle that engages multiple stakeholders and data sources:

Assess

Program quality and effectiveness are assessed using multiple measures, including student attendance and participation data, academic assessment results aligned to the instructional day, student work samples, observational data, surveys of students, families, and staff, and feedback from instructional-day teachers and student services teams. Programmatic and point-of-service indicators from the Quality Standards for Expanded Learning are used to assess learning environment quality, staff practices, and student engagement.

Plan

Based on data analysis and stakeholder input, ELP leadership collaborates with school administrators to identify annual improvement priorities and action steps. Improvement goals are equity-centered and responsive to identified trends, such as participation gaps, student sense of belonging, or areas of instructional need. Clear timelines, staff roles, and benchmarks are established to guide implementation.

Do

Action steps are implemented through targeted program adjustments, staff professional development, coaching, and partner collaboration. CQI goals are shared with staff and families at the start of the school year to promote transparency and collective ownership. Line staff set

individual professional growth goals aligned to the annual CQI focus, and ongoing support is provided through weekly meetings, coaching, and observations.

Review and Refine

Data is reviewed on a regular cycle to monitor progress and inform mid-year adjustments. Program leadership conducts walkthroughs, observations, and student shadowing with the CQI focus in mind. Surveys are administered to students, families, and staff at key points in the year, and results are analyzed collaboratively. Findings are used to refine academic enrichment, strengthen enrichment offerings, and adjust staffing supports as needed.

Roles and Responsibilities

The ELP Coordinator, in collaboration with the site principal and central leadership, is responsible for coordinating data collection, analysis, and reporting. Expanded Learning staff actively participate in CQI through self-reflection tools aligned to the Quality Standards, regular feedback cycles, and professional learning opportunities. Students and families contribute input through surveys, focus groups, Coffee Tuesdays, and Parent Advisory Council meetings.

Annual CQI Timeline

- Spring: Analyze year-end attendance, academic, survey, and program quality data; gather stakeholder feedback
- Early Summer: Identify CQI priorities and set goals for the upcoming school year
- Summer: Leadership planning and staff professional development aligned to CQI goals
- Fall: Launch program, communicate CQI focus to staff and families, establish staff growth goals
- Mid-Year: Conduct surveys, observations, and data retreats to assess progress and make adjustments
- End of Year: Review outcomes and begin the next CQI cycle

Through this intentional CQI process, the ELP continuously strengthens program quality, ensures alignment with the instructional day, and improves academic enrichment and youth development outcomes for students.

11-Program Management

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

The ELP budget is intentionally aligned to the program's vision, mission, and goals of providing a safe, engaging, and high-quality expanded learning experience that supports academic achievement, social-emotional development, and positive youth development for all students.

Currently, the program operates with \$203,482.84 in ASES funding. These funds are strategically allocated to ensure that students are supported by well-trained, consistent, and caring adults and that program structures align with instructional-day priorities and ASES Quality Standards.

Because strong relationships and high-quality instruction are central to program success, the majority of ASES funding is invested in staffing. Funds primarily support the salaries of the ELP Coordinator and TinTs who provide direct academic support, enrichment, supervision, and mentoring to students during expanded learning hours. This staffing model ensures continuity

between the instructional day and expanded learning time, strengthens student relationships, and supports consistent implementation of schoolwide practices.

Staff compensation is structured to support retention and program stability, recognizing that sustained relationships and consistent staffing are critical to student safety, engagement, and learning. Compensation structures also support staff who bring additional skills and experiences that benefit students, such as bilingual capacity, familiarity with the Lighthouse community, and long-term commitment to youth development.

Program funds also support instructional materials, enrichment supplies, and resources that allow students to engage in hands-on, project-based learning aligned with EL Education practices and student interests. Books and supplies used to support enrichment, literacy, and academic activities are supplemented through school operational funds to ensure students have access to high-quality materials without compromising staffing investments.

Through this intentional allocation of resources, the ELP ensures that funding decisions directly support program goals, strengthen alignment with the instructional day, and sustain a safe, supportive, and engaging learning environment for students.

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

The ELP at LCCS is organized to ensure clear lines of supervision, effective communication, and alignment with the instructional day, consistent with ASES Quality Standards.

Program Oversight

The Director of Student Services provides direct supervision and accountability for the ELP and supervises the ELP Coordinator. The Director of Student Services ensures alignment with student support systems, attendance initiatives, restorative practices, and schoolwide priorities.

Program Management

The ELP Coordinator is responsible for planning, implementing, and monitoring the TK–12 ELP, which includes Lighthouse Community Charter High School Program located on the same site. This role oversees daily operations, staffing, scheduling, professional development, and community partnerships and supervises all expanded learning staff during after-school hours.

Instructional-Day Alignment

The Assistant Principal of Culture supervises and coaches TinTs during the instructional day, focusing on classroom management, student engagement, attendance, and restorative practices. The ELP Coordinator supervises TinTs during expanded learning hours. Regular communication between supervisors ensures consistent expectations across settings.

Expanded Learning Staff

All ELP staff, except the Program Coordinator, are TinTs who work during both the instructional day and expanded learning hours. Staff provide homework support, literacy and math reinforcement, enrichment activities, and student supervision during after-school programming.

Leadership Accountability

The ELP is supported and monitored by the Director of Student Services, the Senior Director of Teaching and Learning, and the Chief of Staff to ensure program quality, instructional coherence, and organizational accountability.

Meetings and Communication

- Weekly staff meetings focused on planning, professional development, and program quality
- Weekly or bi-weekly supervision meetings between the DSS and ELP Coordinator
- Quarterly alignment meetings with instructional-day leadership
- Daily staff huddles for coordination and reflection

Communication occurs through scheduled meetings, shared documentation, weekly staff updates, and regular family communications.

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

The ELP at LCCS operates within a structured Continuous Quality Improvement (CQI) process that includes regular review, reflection, and refinement of the program plan.

Program review occurs on a quarterly and annual cycle. Quarterly, ELP staff and leadership engage in a structured "program step-back" to review implementation, student engagement, attendance trends, academic alignment, and enrichment quality. These reviews include analysis of program data, staff observations, and student and family feedback. Action steps for the upcoming quarter are identified and monitored by the ELP Coordinator in collaboration with the Director of Student Services.

Annually, during the spring planning cycle, school leadership and Expanded Learning leadership conduct a deeper review of program effectiveness. This annual review includes analysis of academic, attendance, survey, and participation data, as well as qualitative input from staff, students, and families. Goals and priorities for the upcoming program year are established based on findings and aligned to schoolwide priorities and ASES Quality Standards.

Community partners and external stakeholders are engaged as appropriate in this process. Partners provide feedback on program implementation, student engagement, and service delivery and collaborate with school and ELP leadership to refine programming and strengthen alignment with identified student and community needs.

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

Lighthouse Community Public Schools maintains strong fiscal systems to ensure compliance with all accounting and reporting requirements. Grant awards are entered into a centralized tracking system with assigned timelines and reporting reminders. All expenditures are restricted and coded using the California SACS system and tracked within the organization's financial management system.

An accountant processes financial entries and prepares reports, which are reviewed for accuracy and compliance by the Director of Finance. Quarterly financial reports can be generated to monitor spending and ensure alignment with approved budgets. Senior leadership reviews fiscal reports regularly and ensures all required reports are submitted accurately and on time.

- o **Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).**

The required one-third local match for the ASES grant is built into Lighthouse's annual budget development process. Matching funds and in-kind contributions are incorporated into the organization's general operating budget and monitored throughout the fiscal year to ensure compliance with grant requirements. ELP funding is aligned with and supported by LCCS LCAP goals and funding.

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

ELP student attendance is tracked daily through established sign-in and sign-out procedures. Program rosters are developed and updated regularly. Attendance is taken by program staff at the start of each session, and parents or guardians are required to sign students out at dismissal.

Attendance data is entered into Aeries, the school's student information system, and reviewed regularly for accuracy. Sign-in and sign-out records are maintained on site for auditing and quality control purposes. Attendance reports are reviewed periodically to monitor participation and compliance.

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

Lighthouse Community Public Schools has an established early release and late arrival policy in compliance with Education Code requirements. Families are informed of these policies at enrollment and during program orientation and acknowledge their understanding through signed agreements.

Early release is permitted only for approved reasons outlined in the policy. Program staff follow established procedures to document early release and ensure student safety. These policies are consistently implemented and communicated to families to ensure clarity and compliance.

12–Sustainability

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

Lighthouse Community Public Schools has a strong track record of fiscal responsibility, partnership development, and long-term planning. The school demonstrates consistent positive operating performance and raises approximately \$900,000 annually in philanthropic support to sustain core programming, including expanded learning.

Program sustainability is supported through a diversified funding strategy that includes general operating funds, state and federal grants, private foundations, individual donors, corporate sponsorships, and in-kind community partnerships. This multi-source approach ensures program stability and reduces reliance on any single funding stream while allowing the program to remain responsive to student and community needs.

Sustainability planning is embedded within the school's annual budget development and strategic planning cycle. Each year, program leadership, finance staff, and executive leadership review enrollment projections, student needs, program outcomes, and available resources to ensure the ELP remains fiscally sound and aligned to schoolwide goals. Adjustments are made annually to reflect changing needs, funding opportunities, and program priorities.

Resource development and sustainability oversight are led by the school's executive leadership, with support from the Director of Finance and program leadership. Lighthouse's Senior Director of Development executes a comprehensive annual fundraising plan that includes grant writing, individual giving campaigns, and corporate partnerships. The Development team also supports storytelling and outreach efforts that elevate program impact and strengthen community investment.

Community partnerships play an important role in sustaining and enriching the ELP. Through collaborations with local organizations, the program is able to expand enrichment, wellness, prevention, and youth development opportunities while leveraging in-kind services and shared expertise. Partnerships are reviewed regularly to ensure alignment with student needs, program goals, and available resources.

In the event of changes to grant funding, Lighthouse Community Public Schools is prepared to sustain core Expanded Learning services through a combination of state funding, philanthropic support, and strategic partnerships. This proactive approach to sustainability ensures continuity of services and long-term access to high-quality expanded learning opportunities for students and families.