



# Lighthouse Community Charter Public Schools

## May Special Board Meeting

Published on October 7, 2021 at 5:14 PM PDT

### Date and Time

Wednesday May 19, 2021 at 6:00 PM PDT

### Location

Zoom Meeting

<https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NlVmVnQT09>

Meeting ID: 843 2260 5337

### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Kimi Kean	5 m
<b>B.</b> Land Acknowledgement		Rich Harrison	1 m
Honor Native Land - we are on Ohlone land and want to acknowledge native peoples and our ancestors this evening.			
<b>C.</b> Record Attendance		Brandon Paige	2 m
<b>D.</b> Open Forum and Introductions		Kimi Kean	10 m
Hear/Record public comments, Identify next steps as needed			
<b>II. Consent Items</b>			<b>6:18 PM</b>
<b>A.</b> Approve Minutes: April 14, 2021	Approve Minutes	Brandon Paige	2 m
<b>III. Discussion and Approval Items</b>			<b>6:20 PM</b>

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>A. LCAPs: Public Hearing</b>	Discuss	Brandon Paige	20 m
<b>B. ELO Plans (Extended Learning Grant)</b>	Vote	Brandon Paige	10 m
<b>C. LCPS Employee COVID Vaccination Policy</b>	Vote	Anna Martin	5 m
<b>IV. Closed Session</b>			<b>6:55 PM</b>
<b>A. Public Employee: Discipline/Dismissal/Release</b>	Discuss	Kimi Kean	15 m
<b>V. Closing Items</b>			<b>7:10 PM</b>
<b>A. Adjourn Meeting</b>	Vote	Kimi Kean	1 m
Note: a special meeting for May			

# Coversheet

## Approve Minutes: April 14, 2021

**Section:** II. Consent Items  
**Item:** A. Approve Minutes: April 14, 2021  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for LCPS Board of Directors Meeting on April 14, 2021

APPROVED



## Lighthouse Community Public Schools

### Minutes

#### LCPS Board of Directors Meeting

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**Date and Time**

Wednesday April 14, 2021 at 6:00 PM

**Location**

Virtual meeting until further notice

[https://us02web.zoom.us/j/84322605337?  
pwd=QWM1RHB3aFhacGZKTmt2d1NTVmVNQT09](https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NTVmVNQT09)  
Meeting ID: 843 2260 5337  
One tap mobile  
+16699006833,,84322605337# US (San Jose)  
+13462487799,,84322605337# US (Houston)

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**Directors Present**

A. Moore (remote), B. Oschein (remote), B. Rogers (remote), B. Wall (remote), E. Figueroa (remote), K. Kean (remote), M. Barnes-Dholakia (remote), M. Milner (remote), W. Delker (remote)

**Directors Absent**

K. Williams, S. Park, S. Solar

**Guests Present**

A. Martin (remote), Alberto Ocegueda (remote), B. Paige (remote), Diana Rodriguez (remote), Jeff Camarillo (remote), Jonai Hendricks (remote), Karen Fee, Maya Buten (remote), R. Harrison (remote), Robbie Torney (remote), S. Wheatley (remote), T. Mansfield, Tina Hernandez (remote)

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**I. Opening Items****A. Call the Meeting to Order**

K. Kean called a meeting of the board of directors of Lighthouse Community Public Schools to order on Wednesday Apr 14, 2021 at 6:05 PM.

**B.**

## Land Acknowledgement

### C. Record Attendance

### D. Open Forum and Introductions

There were no Public Comments.

### E. Committee Report Outs and Announcements

Eduardo Figueroa reported on Governance Committee.

Mark Milner reported on Finance Committee.

Melissa Barnes-Dholakia reported on Academic Accountability Committee.

## II. Consent Items

### A. Approve Minutes: February 10, 2020

M. Milner made a motion to approve the minutes from LCPS Board of Directors Meeting on 02-10-21.

M. Barnes-Dholakia seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

W. Delker	Aye
K. Williams	Absent
B. Oschein	Absent
E. Figueroa	Aye
M. Milner	Aye
S. Park	Absent
B. Rogers	Aye
S. Solar	Absent
K. Kean	Aye
B. Wall	Aye
M. Barnes-Dholakia	Aye
A. Moore	Aye

### B. Financial Statement Packet

## III. Discussion and Approval Items

### A. Election of New Board Member - Ben Ochstein

M. Barnes-Dholakia made a motion to Approve Ben Ochstein as a new Board Member.

M. Milner seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### Roll Call

K. Kean	Aye
W. Delker	Aye
S. Park	Absent
K. Williams	Absent
A. Moore	Aye
M. Barnes-Dholakia	Aye

**Roll Call**

B. Oschein	Absent
B. Rogers	Aye
E. Figueroa	Aye
M. Milner	Aye
S. Solar	Absent
B. Wall	Aye

**B. Election of Board Vice-Chair**

W. Delker made a motion to appoint Brandon Wall as Board Vice-Chair.  
A. Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

E. Figueroa	Aye
K. Kean	Aye
A. Moore	Aye
B. Oschein	Aye
M. Barnes-Dholakia	Aye
B. Wall	Abstain
W. Delker	Aye
S. Park	Absent
B. Rogers	Aye
K. Williams	Absent
M. Milner	Aye
S. Solar	Absent

**C. Election of Board Secretary**

W. Delker made a motion to appoint Eduardo Figueroa as Board Secretary.  
M. Barnes-Dholakia seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

K. Kean	Aye
A. Moore	Aye
S. Park	Absent
M. Milner	Aye
B. Rogers	Aye
E. Figueroa	Abstain
M. Barnes-Dholakia	Aye
S. Solar	Absent
B. Wall	Aye
W. Delker	Aye
B. Oschein	Aye
K. Williams	Absent

**D. LCPS Organizational Priorities, OKR, and Academic Update**

Rich Harrison and Shannon Wheatley presented an update to the Board.

**E. HR and Talent Update**

Kimi Kean adjusted the agenda to move this item (originally H.) up in the agenda.

Anna Martin presented an update to the Board, along with Christina Legg-Greenberg of Edgility Consulting and formerly an LCPS Board Member.

**F.**

### **School Reopening Update and Family Survey Results**

Rich Harrison presented an update to the Board.

### **G. Results from our 2021 Spring Enrollment Lottery**

Rich Harrison presented an update to the Board.

### **H. Oakland Charter Advocacy Update**

Kimi Kean presented an update to the Board.

### **I. Policy - LCPS COVID Prevention Program (CPP)**

M. Milner made a motion to approve.

W. Delker seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

M. Milner	Aye
M. Barnes-Dholakia	Aye
A. Moore	Aye
S. Solar	Absent
K. Williams	Absent
W. Delker	Aye
K. Kean	Aye
B. Rogers	Aye
B. Wall	Aye
S. Park	Absent
E. Figueroa	Aye
B. Oschein	Aye

### **J. DRAFT Policy - COVID Vaccination**

Anna Martin presented an update to the Board.

### **K. Policy - LCPS Health and Safety for COVID 19**

W. Delker made a motion to approve.

M. Milner seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

S. Park	Absent
B. Oschein	Aye
S. Solar	Absent
B. Rogers	Aye
M. Barnes-Dholakia	Aye
K. Williams	Absent
K. Kean	Aye
E. Figueroa	Aye
W. Delker	Aye
M. Milner	Aye
B. Wall	Aye
A. Moore	Aye

### **L. LCPS Title IX Harassment, Intimidation, Discrimination, and Bullying Policy**

M. Barnes-Dholakia made a motion to approve.  
B. Wall seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

B. Oschein	Aye
E. Figueroa	Aye
B. Wall	Aye
A. Moore	Aye
W. Delker	Aye
K. Kean	Aye
M. Barnes-Dholakia	Aye
K. Williams	Absent
S. Park	Absent
S. Solar	Absent
B. Rogers	Aye
M. Milner	Aye

**M. Policy - Updated Campus Safety Plans**

M. Barnes-Dholakia made a motion to approve.  
M. Milner seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

B. Oschein	Aye
M. Milner	Aye
S. Park	Absent
W. Delker	Aye
K. Williams	Absent
E. Figueroa	Aye
S. Solar	Absent
A. Moore	Aye
M. Barnes-Dholakia	Aye
B. Rogers	Aye
B. Wall	Aye
K. Kean	Aye

**N. LCPS Retirement Plan Restatement**

W. Delker made a motion to approve.  
A. Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

B. Wall	Aye
M. Barnes-Dholakia	Aye
E. Figueroa	Aye
A. Moore	Aye
M. Milner	Aye
S. Park	Absent
B. Oschein	Aye
K. Williams	Absent
K. Kean	Aye
B. Rogers	Aye
S. Solar	Absent
W. Delker	Aye

**O.**



**LCPS Audit Renewal**

A. Moore made a motion to approve.  
W. Delker seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Delker	Aye
M. Barnes-Dholakia	Aye
S. Park	Absent
K. Kean	Aye
A. Moore	Aye
E. Figueroa	Aye
B. Rogers	Aye
B. Wall	Aye
M. Milner	Aye
S. Solar	Absent
K. Williams	Absent
B. Oschein	Aye

**P. LCPS Line of Credit Renewal**

M. Milner made a motion to approve.  
A. Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

M. Milner	Aye
B. Rogers	Aye
K. Kean	Aye
B. Oschein	Aye
E. Figueroa	Aye
W. Delker	Aye
K. Williams	Absent
A. Moore	Aye
S. Park	Absent
M. Barnes-Dholakia	Aye
B. Wall	Aye
S. Solar	Absent

**Q. LCPS SELPA Local Plan - 2021-22 Participation Agreement**

M. Barnes-Dholakia made a motion to approve.  
A. Moore seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

K. Williams	Absent
E. Figueroa	Aye
M. Milner	Aye
B. Oschein	Aye
A. Moore	Aye
B. Rogers	Aye
K. Kean	Aye
S. Park	Absent
W. Delker	Aye
M. Barnes-Dholakia	Aye
S. Solar	Absent

**Roll Call**

B. Wall                      Aye

**R. Form 700 Required for each Board Member**

Brandon Paige provided an update on requirement for Form 700s.

**S. Update - Federal Monitoring Program (FPM)**

Rich Harrison presented an update to the Board.

**T. Update - Local Control Accountability Plan for 2021-2024**

Rich Harrison presented an update to the Board.

**IV. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:55 PM.

Respectfully Submitted,  
B. Paige

# Coversheet

## LCAPs: Public Hearing

**Section:** III. Discussion and Approval Items  
**Item:** A. LCAPs: Public Hearing  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** LCAP \_ OKR 21-22 draft (for 4rd rd feedback) (1).pdf

<p><b>QUALITY</b> All Students, every day.</p>	<p><b>Priority #1: Educational Justice and Excellence:</b> Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through <b>System-Wide Tools and Processes</b> and <b>Teacher, Leader, and Staff Development</b>:</p>	<p><b>1. Our students are at school and engaged every day.</b></p>	<p>A) Attain attendance of 96%+ at each school and across all student groups. B) Decrease chronic absenteeism by <b>X%</b> yearly and meet goal of <b>Y%</b></p>
<p><b>CULTURE</b> All Belong. All take responsibility for equity.</p>	<p><b>Priority #2: Culture of Shared Responsibility for Equitable Outcomes:</b> Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.</p>	<p><b>3. Our students are learning, equipped with SEL skills, and meeting performance targets to succeed in college.</b></p>	<p>A) In grades 3-8, Meet 50% proficiency across CAASPP in ELA &amp; Math across Grades 3-8; eliminate local and state variances by student sub groups. B) In grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.</p>
<p><b>IMPACT</b> All in. In Oakland.</p>	<p><b>Priority #3: Powerful Community Engagement:</b> Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento</p> <p><b>Priority #4: Strong and Sustainable Operational, Technology, and Financial Models:</b> Ensure strong, sustainable support of LCPS schools, staff, and families</p> <p><b>Priority #5: College and Career Readiness:</b> Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.</p>	<p><b>4. We grow and develop in the service of our students.</b></p>	<p><b>A) In partnership with Instruction Partners, make yearly improvements of 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).</b></p>
<p><b>IMPACT</b> All in. In Oakland.</p>	<p><b>Priority #3: Powerful Community Engagement:</b> Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento</p>	<p><b>5. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</b></p>	<p>A) Reduce suspension rates across all student groups to &lt;2%, particularly our African American and SWD. B) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups. C) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review) D) 50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx</p>
<p><b>IMPACT</b> All in. In Oakland.</p>	<p><b>Priority #4: Strong and Sustainable Operational, Technology, and Financial Models:</b> Ensure strong, sustainable support of LCPS schools, staff, and families</p>	<p><b>6. We guarantee our commitment to Oakland children and families.</b></p>	<p><b>A) 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.</b> B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.</p>
<p><b>IMPACT</b> All in. In Oakland.</p>	<p><b>Priority #5: College and Career Readiness:</b> Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.</p>	<p><b>7. We have a sustainable financial model.</b></p>	<p>A) Enroll 100% of budgeted seats every day. B) Finish 2020-21 with a board approved contribution to reserves.</p>
		<p><b>8. Our students and graduates are college and career ready</b></p>	<p>A) <b>90%</b> matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups B) <b>80%+</b> of all 10th, 11th, and 12th graders by student subgroups earn college credits C) Attain <b>95%+</b> A-G completion for all student subgroups</p>

# LCAP Actions and Drivers

<b>QUALITY</b> All Students, every day.	<b>Priority #1: Educational Justice and Excellence:</b> Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through <b>System-Wide Tools and Processes</b> and <b>Teacher, Leader, and Staff Development</b> :	<b>1. Our students are at school and engaged every day.</b>	A) Attain attendance of 96%+ at each school and across all student groups. B) Decrease chronic absenteeism by <b>X%</b> yearly and meet goal of <b>Y%</b>
		<b>3. Our students are learning, equipped with SEL skills, and meeting performance targets to succeed in college.</b>	A) In grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math across Grades 3-8; eliminate local and state variances by student sub groups. B) In grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.
		<b>4. We grow and develop in the service of our students.</b>	<b>A) In partnership with Instruction Partners, make yearly improvements of 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).</b>

LCAP Strategies / Actions	Driver
<b>Curriculum and Professional Development:</b> With our partnership with EL Education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessment (SEA) practices.	<b>Chief Academic Officer</b>
<b>Curriculum and Professional Development:</b> Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development, and regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	<b>Chief Academic Officer</b>
<b>Curriculum and Professional Development:</b> Focus on early literacy programming through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	<b>Director of Elementary Academics</b>
<b>Data and Assessment:</b> Monitor Student Progress through course grades, interim assessments, and norm-referenced assessments; assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	<b>Chief Academic Officer / Chief of Staff</b>
<b>Data and Assessment:</b> Align attendance procedures and identify and support students at risk of chronic absence	<b>Director of Operations / Director of Student Services</b>
<b>Instructional Development and Support:</b> In partnership with Instruction Partners, continue Instructional Leadership Team's focus on deep support of Math and ELA instruction, instructional cycles with teacher review of student progress toward standards mastery through data meetings, aligned professional development, and academic progress monitoring (APM) leadership meetings.	<b>Chief Academic Officer</b>
<b>Instructional Development and Support:</b> Teachers with Preliminary credentials are provided with Induction training and a Induction mentor to ensure they clear their credential within the term of licensure.	<b>Director of HR / Talent</b>
<b>Instructional Development and Support:</b> Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.	<b>Chief of Staff / Director of Student Services</b>
<b>Technology:</b> Hire Technology staff to provide the necessary support for family and community communication, SIS systems, LMS systems, Independent Study platforms, and Data / Technology Infrastructure, with a focus on ensuring 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	<b>Director of Technology</b>
<b>School Reopening and Addressing Post-Pandemic Unfinished Learning:</b> Create supports and systems to facilitate successful return to in-person learning and to assess and address unfinished learning.	<b>Director of Finance</b>

<b>CULTURE</b>  All Belong.  All take responsibility for equity.	<b>Priority #2: Culture of Shared Responsibility for Equitable Outcomes:</b> Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.	<b>5. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</b>	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.  B) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.  C) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)  D) 50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx
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LCAP Strategies / Actions	Driver
<b>English Language Development (ELD):</b> Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement; ELD instruction will be supported through monthly ELD meetings and the implementation of ELLevation to track data, communication, and evaluation of our program	<b>Chief of Staff</b>
<b>Special Education:</b> Provide professional development around inclusion so that students are supported through increased collaboration with general education (GE) teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.	<b>Director of Special Education</b>
<b>Special Education:</b> Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.	<b>Director of Special Education</b>
<b>Special Education:</b> Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.	<b>Director of Special Education</b>
<b>Student Support and Services:</b> Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially, academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement	<b>Chief Academic Officer and Chief of Staff</b>
<b>Student Support and Services:</b> Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.	<b>Director of Student Services</b>
<b>Student Support and Services:</b> Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.	<b>Director of Student Services</b>
<b>Teacher/Staff Effectiveness and Impact:</b> Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.	<b>CAO / Director of Talent and HR</b>
<b>Teacher/Staff Effectiveness and Impact:</b> Refine and implement teacher retention bonuses and stipends.	<b>Director of Talent and HR</b>

<p><b>IMPACT</b> All in. In Oakland.</p>	<p><b>Priority #3: Powerful Community Engagement:</b> Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community’s students and families that qualify for McKinney Vento</p>	<p><b>6. We guarantee our commitment to Oakland children and families.</b></p>	<p>A) 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.</p> <p>B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.</p>
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LCAP Strategies / Actions	Driver
<p><b>Family and Community Engagement:</b> LCPS Staff will organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.</p>	<p><b>Chief of Staff / Director of Development</b></p>
<p><b>Family and Community Engagement:</b> Principals hold twice yearly “State of the School” and “Family/School Advocacy” meetings with families around areas of school focus to share data and get input.</p>	<p><b>Chief Academic Officer / Director of Development</b></p>
<p><b>Family and Community Engagement:</b> Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates, and school and community events</p>	<p><b>Director of Technology</b></p>
<p><b>Family and Community Engagement:</b> Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.</p>	<p><b>Chief of Staff, Director of Technology</b></p>
<p><b>Family and Community Engagement:</b> Train staff to engage and support families including a McKinney Vento liaison.</p>	<p><b>Director of Student Services / Director of Development</b></p>



<b>IMPACT</b>  All in. In Oakland.	<b>Priority #4: Strong and Sustainable Operational, Technology, and Financial Models:</b> Ensure strong, sustainable support of LCPS schools, staff, and families	<b>7. We have a sustainable operational and financial model.</b>	A) Enroll 100% of budgeted seats every day.  B) Finish 2021-22 with a board-approved contribution to reserves.
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LCAP Strategies / Actions	Driver
<b>Human Resources:</b> Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP, with a specific focus on Intentionally develop leadership pipelines and professional development opportunities for our African American and Latinx teachers, Deans, APs, Principals, and Directors.	<b>Director of HR and Talent</b>
<b>Operations:</b> Acquire and maintain books, materials and supplies necessary to support strong school operations.	<b>Director of Operations</b>
<b>Operations:</b> Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to food service, business, legal, human resources, janitorial, student safety, transportation, and contract support, with a specific focus on meeting local and state criteria for school reopening	<b>Director of Operations</b>
<b>Finance:</b> Maintain depreciating capital as necessary to support strong school operations.	<b>Director of Finance</b>
<b>Finance:</b> Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	<b>Director of Finance</b>

<b>IMPACT</b>  All in. In Oakland.	<b>Priority #5: College and Career Readiness:</b> Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.	<b>8. Our students and graduates are college and career ready</b>	A) 90% matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups  B) 60%+ of all 10th, 11th, and 12th graders by student subgroups earn college credits  C) Attain 95%+ A-G completion for all student subgroups
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LCAP Strategies / Actions	Driver
<b>High School Programming:</b> LCPS students take, are supported in, and pass A-G approved course series, including the implementation of new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign	<b>Chief Academic Officer</b>
<b>High School Programming:</b> Continue alignment of LCPS College and Career programming with EL Education programming, and leverage 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessment practices (SEA to focus on college and career readiness).	<b>Chief Academic Officer</b>
<b>High School Programming:</b> Continue to improve Measure N Pathway, including building out of integrated projects, work-based experiences, and pathway articulation with Peralta Community College	<b>Chief Academic Officer / Director of College Programming</b>
<b>College Programming:</b> Develop and implement a clear K-12 vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our DCACs (Destination College Advising Corps) and College Seminar Teachers.	<b>Director of College Programming</b>
<b>College Programming:</b> Develop and maintain a strong relationship with Peralta and offer dual credit courses aligned to our academic model and career pathways, with a focus on offering college programming outside of school and during our summer programming.	<b>Director of College Programming</b>
<b>College Programming:</b> All juniors and seniors are enrolled in college and career seminar classes, offered SAT / ACT preparation classes, and participate in Crew where staff oversee and monitor college and scholarship application processes for their cohort alongside parent workshops hosted by College counselors.	<b>Director of College Programming</b>
<b>College Programming:</b> All high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college	<b>Director of College Programming</b>

# Coversheet

## ELO Plans (Extended Learning Grant)

**Section:** III. Discussion and Approval Items  
**Item:** B. ELO Plans (Extended Learning Grant)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
0413 Lighthouse - explearnoppgrtemp - due June 1 2021.pdf  
0700 Lighthouse HS - explearnoppgrtemp - due June 1 2021.pdf  
1783 Lodestar - explearnoppgrtemp - due June 1 2021.pdf

California Department of Education  
March 2021

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter School	Rich Harrison	<a href="mailto:superintendent@lighthousecharter.org">superintendent@lighthousecharter.org</a>

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

**Prompt #1: A description of how parents, teachers, and school staff were involved in the development of the plan.**

To meet the Lighthouse Community Public School’s vision for family and staff engagement and feedback, Lighthouse engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings, The information gathered is used to revise the district’s LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lighthouse will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student’s learning through understanding of our school’s grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

**Prompt #2: A description of how students will be identified and the needs of students will be assessed.**

Invitations to summer school and additional academic services during the school year will be offered in phases by priority, enrollment, and space/staffing capacity.

Grade Band	Priority I Students <i>(In-person Instruction)</i>	Priority II Students <i>(Virtual and In-Person Instruction)</i>	Priority III <i>(Virtual and In-Person Instruction)</i>
K-2	All Rising Kinder  Students scoring below 30% RSP on May Lexia RAPID Assessment	Students scoring in quartile 3 or 4 on Spring NWEA MAP Assessment	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

	Students who have struggled to engage with online learning.		
<b>3-5 &amp; 6-8</b>	Students scoring in quartile 3 or 4 on Spring NWEA MAP Assessment  Students who have struggled to engage with online learning.	Students identified by teachers as potentially benefiting from additional support.	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

**Prompt #3: A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Lighthouse families will be contacted 1:1 via phone for students to be invited in for Summer School and additional academic services during the school year based on the priority category their student fell into.

Lighthouse Site administrators will continue to collaborate and support teams to plan and implement parent and family engagement practices that are linked to student achievement--including opportunities for supplemental support. The school administration team will continue to include details of available Extended Learning opportunities and supplemental support during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being effectively communicated and implemented (such as but not limited to, running effective decision-making and advisory groups, Coffee Tuesday, EXPO, Town Halls, student-led conferences (SLCs), Literacy and Math Nights, and other parent and family information nights and workshops. Though the activities will be site-specific best practices should be evidenced across all sites.

Lighthouse staff will continue to collaborate with the LCPS Family Engagement Coordinators using the [LCPS Diversity, Equity, and Inclusion Pillars and Commitments](#), [LCPS Theory of Change](#), [LCPS Graduate Profile](#), LCAP, and Organizational Alignment and Strategic Plans as guiding resources for engagement practices and effective communication. Lighthouse will continue to provide technical assistance for school staff to discuss best practices that will help inform effective family engagement practices such as, but not limited to, analyzing and sharing data with families, outlining available opportunities for supplemental supports, creating welcoming environments, building partnerships with families, and improving school-family two-way communication.

**Prompt #4: A description of the LEA's plan to provide supplemental instruction and support.**

## For Summer School 2021 and additional academic services for the 2021-22/22-23 school year

We are planning to provide a robust summer school offering in both 2021 and 2022. Our target is to provide students with services for approximately one month during each summer, and provide professional development for the staff that are teaching, to strengthen our offerings as students return to a more traditional in-person schedule. However, as some families may continue to be reticent about sending their children in-person during summer 2021, we will also provide virtual learning opportunities for those students.

Our Summer School and Academic Services Goals include:

1. Address unfinished and in-progress learning in service of grade-level content
2. Utilize trauma-informed teaching practices to address social and emotional needs
3. Experience teaching and learning under our most current COVID-19 safety protocols
4. Lay the foundation for a strong start and continued support through the 2021-2022 school year

Additional information about our Summer School Learning Models are also included below. These are subject to change in 2022, based on progress during the 2021-22 school year:

### **In-Person (Direct-Instruction)**

Students receive in-person instruction from classes that are designed and facilitated in-person by an LCPS teacher

### **Distance Support (Virtual Learning)**

Students receive instruction virtually by an LCPS teacher or an external teacher (ex. community college professors from Peralta) or provider (Apex for high school.)

They receive in-person support from an LCPS staff member (teacher, aide, or administrator) to ensure students stay encouraged, organized, and supported through the summer learning experience.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$354,873	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	N/A	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	N/A	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	N/A	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	N/A	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$354,873</b>	<b>[Actual expenditures will be provided when available]</b>



A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

LCPS has been using other federal Elementary and Secondary School Emergency Relief (ESSER) Funds to accomplish two primary objectives: 1) to provide quality distance learning to our students and 2) to facilitate the safe reopening of in-person learning. The ELO Grant funds will be leveraged for Summer School instruction during both 2021 and 2022, which will be made available to students in June 2021 as both in-person and distance options. ESSER Funding has made this return to in-person Summer School possible, given that the funding has gone to increased cleaning services and supplies, facility improvements to support social distancing, PPE and other safeguards. ESSER Funding has also facilitated distance learning, which will continue to be an option for families during this Summer programming. This funding has supported online platforms such as Altitude Learning, necessary technology for students and staff including chomebooks and hotspots, and professional development to ensure smooth implementation of those resources.

## **Appendix:**

### **Expanded Learning Opportunities Grant Plan Instructions: Introduction**

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under *California Education Code (EC) Section 43521(b)*. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

### **Instructions: Plan Requirements**

An LEA receiving ELO Grant funds under *EC Section 43521(b)* is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).

- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

### **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

#### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

#### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

#### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## **Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

California Department of Education  
March 2021

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter High School	Rich Harrison	<a href="mailto:superintendent@lighthousecharter.org">superintendent@lighthousecharter.org</a>

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

### Plan Descriptions

#### **Prompt #1: A description of how parents, teachers, and school staff were involved in the development of the plan.**

To meet the Lighthouse Community Public School's vision for family and staff engagement and feedback, Lighthouse engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings. The information gathered is used to revise the district's LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lighthouse will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student's learning through understanding of our school's grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

**Prompt #2: A description of how students will be identified and the needs of students will be assessed.**

Invitations to summer school and additional academic services during the school year will be offered in phases by priority, enrollment, and space/staffing capacity.

<b>Grade Band</b>	<b>Priority I Students (In-person Instruction)</b>	<b>Priority II Students (Virtual and In-Person Instruction)</b>	<b>Priority III (Virtual and In-Person Instruction)</b>
<b>9-12</b>	Students who have struggled to engage with online learning.  Students who did not pass their math and ELA courses.	Students identified by teachers as potentially benefiting from additional support.  Students who did not pass social studies or science courses.	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

**Prompt #3: A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Lighthouse families will be contacted 1:1 via phone for students to be invited in for Summer School and additional academic services during the school year based on the priority category their student fell into.

Lighthouse site administrators will continue to collaborate and support teams to plan and implement parent and family engagement practices that are linked to student achievement--including opportunities for supplemental support. The school administration team will continue to include details of available Extended Learning opportunities and supplemental support during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being effectively communicated and implemented (such as but not limited to, running effective decision-making and advisory groups, Coffee Tuesday,



EXPO, Town Halls, student-led conferences (SLCs), Literacy and Math Nights, and other parent and family information nights and workshops. Though the activities will be site-specific best practices should be evidenced across all sites.

Lighthouse staff will continue to collaborate with the LCPS Family Engagement Coordinators using the [LCPS Diversity, Equity, and Inclusion Pillars and Commitments](#), [LCPS Theory of Change](#), [LCPS Graduate Profile](#), LCAP, and Organizational Alignment and Strategic Plans as guiding resources for engagement practices and effective communication. Lighthouse will continue to provide technical assistance for school staff to discuss best practices that will help inform effective family engagement practices such as, but not limited to, analyzing and sharing data with families, outlining available opportunities for supplemental supports, creating welcoming environments, building partnerships with families, and improving school-family two-way communication.

**Prompt #4: A description of the LEA’s plan to provide supplemental instruction and support.**

For Summer School 2021 and additional academic services for the 2021-22/22-23 school year

We are planning to provide a robust summer school offering in both 2021 and 2022. Our target is to provide students with services for approximately one month during each summer, and provide professional development for the staff that are teaching, to strengthen our offerings as student return to a more traditional in-person schedule. However, as some families may continue to be reticent about sending their children in-person during summer 2021, we will also provide virtual learning opportunities for those students.

Our Summer School and Academic Services Goals include:

1. Address unfinished and in-progress learning in service of grade-level content
2. Utilize trauma-informed teaching practices to address social and emotional needs
3. Experience teaching and learning under our most current COVID-19 safety protocols
4. Lay the foundation for a strong start and continued support through the 2021-2022 school year

Additional information about our Summer School Learning Models are also included below. These are subject to change in 2022, based on progress during the 2021-22 school year:

**In-Person  
(Direct-Instruction)**

**Distance Support  
(Virtual Learning)**

Students receive in-person instruction from classes that are designed and facilitated in-person by an LCPS teacher

Students receive instruction virtually by an LCPS teacher or an external teacher (ex. community college professors from Peralta) or provider (Apex for high school.)

They receive in-person support from an LCPS staff member (teacher, aide, or administrator) to ensure students stay encouraged, organized, and supported through the summer learning experience.

## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$240,498	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	N/A	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	N/A	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	N/A	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	N/A	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$240,498</b>	<b>[Actual expenditures will be provided when available]</b>

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

LCPS has been using other federal Elementary and Secondary School Emergency Relief (ESSER) Funds to accomplish two primary objectives: 1) to provide quality distance learning to our students and 2) to facilitate the safe reopening of in-person learning. The ELO Grant funds will be leveraged for Summer School instruction during both 2021 and 2022, which will be made available to students in June 2021 as both in-person and distance options. ESSER Funding has made this return to in-person Summer School possible, given that the funding has gone to increased cleaning services and supplies, facility improvements to support social distancing, PPE and other safeguards. ESSER Funding has also facilitated distance learning, which will continue to be an option for families during this Summer programming. This funding has supported online platforms such as Altitude Learning, necessary technology for students and staff including chomebooks and hotspots, and professional development to ensure smooth implementation of those resources.

## **Appendix:**

### **Expanded Learning Opportunities Grant Plan Instructions: Introduction**

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under *California Education Code (EC) Section 43521(b)*. The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

### **Instructions: Plan Requirements**

An LEA receiving ELO Grant funds under *EC Section 43521(b)* is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).

- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

### **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

#### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

#### **A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

#### **A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

## **Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.



The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

California Department of Education  
March 2021

## Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodestar: A Lighthouse Community Charter Public School	Rich Harrison	<a href="mailto:superintendent@lighthousecharter.org">superintendent@lighthousecharter.org</a>

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

## Plan Descriptions

**Prompt #1: A description of how parents, teachers, and school staff were involved in the development of the plan.**

To meet the Lighthouse Community Public School’s vision for family and staff engagement and feedback, Lodestar engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings, The information gathered is used to revise the district’s LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lodestar will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student’s learning through understanding of our school’s grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

**Prompt #2: A description of how students will be identified and the needs of students will be assessed.**

Invitations to summer school and additional academic services during the school year will be offered in phases by priority, enrollment, and space/staffing capacity.

Grade Band	Priority I Students <i>(In-person Instruction)</i>	Priority II Students <i>(Virtual and In-Person Instruction)</i>	Priority III <i>(Virtual and In-Person Instruction)</i>
K-2	All Rising Kinder  Students scoring below 30% RSP on May Lexia RAPID Assessment	Students scoring in quartile 3 or 4 on Spring NWEA MAP Assessment	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

	Students who have struggled to engage with online learning.		
<b>3-5 &amp; 6-8</b>	Students scoring in quartile 3 or 4 on Spring NWEA MAP Assessment Students who have struggled to engage with online learning.	Students identified by teachers as potentially benefiting from additional support.	Offered to all (as staffing permits) Opt-in/ Asynchronous options available
<b>9-12</b>	Students who have struggled to engage with online learning. Students who did not pass their math and ELA courses.	Students identified by teachers as potentially benefiting from additional support. Students who did not pass social studies or science courses.	Offered to all (as staffing permits) Opt-in/ Asynchronous options available

**Prompt #3: A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Lodestar families will be contacted 1:1 via phone for students to be invited in for Summer School and additional academic services during the school year based on the priority category their student fell into.

Lodestar site administrators will continue to collaborate and support teams to plan and implement parent and family engagement practices that are linked to student achievement--including opportunities for supplemental support. The school administration team will continue to include details of available Extended Learning opportunities and supplemental support during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being effectively communicated and implemented (such as but not limited to, running effective decision-making and advisory groups, Coffee Tuesday, EXPO, Town Halls, student-led conferences (SLCs), Literacy and Math Nights, and other parent and family information nights and workshops. Though the activities will be site-specific best practices should be evidenced across all sites.

Lodestar staff will continue to collaborate with the LCPS Family Engagement Coordinators using the [LCPS Diversity, Equity, and Inclusion Pillars and Commitments](#), [LCPS Theory of Change](#), [LCPS Graduate Profile](#), LCAP, and Organizational Alignment and Strategic Plans as guiding resources for engagement practices and effective communication. Lodestar will continue to provide technical assistance for school staff to discuss best practices that will help inform effective family engagement practices such as, but

not limited to, analyzing and sharing data with families, outlining available opportunities for supplemental supports, creating welcoming environments, building partnerships with families, and improving school-family two-way communication.

**Prompt #4: A description of the LEA’s plan to provide supplemental instruction and support.**

For Summer School 2021 and additional academic services for the 2021-22/22-23 school year

We are planning to provide a robust summer school offering in both 2021 and 2022. Our target is to provide students with services for approximately one month during each summer, and provide professional development for the staff that are teaching, to strengthen our offerings as students return to a more traditional in-person schedule. However, as some families may continue to be reticent about sending their children in-person during summer 2021, we will also provide virtual learning opportunities for those students.

Our Summer School and Academic Services Goals include:

1. Address unfinished and in-progress learning in service of grade-level content
2. Utilize trauma-informed teaching practices to address social and emotional needs
3. Experience teaching and learning under our most current COVID-19 safety protocols
4. Lay the foundation for a strong start and continued support through the 2021-2022 school year

Additional information about our Summer School Learning Models are also included below. These are subject to change in 2022, based on progress during the 2021-22 school year:

**In-Person  
(Direct-Instruction)**

Students receive in-person instruction from classes that are designed and facilitated in-person by an LCPS teacher

**Distance Support  
(Virtual Learning)**

Students receive instruction virtually by an LCPS teacher or an external teacher (ex. community college professors from Peralta) or provider (Apex for high school.)

They receive in-person support from an LCPS staff member (teacher, aide, or administrator) to ensure students stay encouraged, organized, and supported through the summer learning experience.



## Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

<b>Supplemental Instruction and Support Strategies</b>	<b>Planned Expenditures</b>	<b>Actual Expenditures</b>
Extending instructional learning time	\$443,587	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	N/A	[Actual expenditures will be provided when available]
Integrated student supports to address other barriers to learning	N/A	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	N/A	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	N/A	[Actual expenditures will be provided when available]
Additional academic services for students	N/A	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	N/A	[Actual expenditures will be provided when available]
<b>Total Funds to implement the Strategies</b>	<b>\$443,587</b>	<b>[Actual expenditures will be provided when available]</b>

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

LCPS has been using other federal Elementary and Secondary School Emergency Relief (ESSER) Funds to accomplish two primary objectives: 1) to provide quality distance learning to our students and 2) to facilitate the safe reopening of in-person learning.

The ELO Grant funds will be leveraged for Summer School instruction during both 2021 and 2022, which will be made available to students in June 2021 as both in-person and distance options. ESSER Funding has made this return to in-person Summer School possible, given that the funding has gone to increased cleaning services and supplies, facility improvements to support social distancing, PPE and other safeguards. ESSER Funding has also facilitated distance learning, which will continue to be an option for families during this Summer programming. This funding has supported online platforms such as Altitude Learning, necessary technology for students and staff including chromebooks and hotspots, and professional development to ensure smooth implementation of those resources.



## **Appendix:**

### **Expanded Learning Opportunities Grant Plan Instructions: Introduction**

#### **Expanded Learning Opportunities Grant Plan Instructions: Introduction**

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

*For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact [ELOGrants@cde.ca.gov](mailto:ELOGrants@cde.ca.gov).*

#### **Instructions: Plan Requirements**

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).

- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

*EC* Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
  - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
  - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
  - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

### **Fiscal Requirements**

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

### **Instructions: Plan Descriptions**

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

#### **A description of how parents, teachers, and school staff were involved in the development of the plan**

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

#### **A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.**

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

**A description of how students will be identified and the needs of students will be assessed**

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

**A description of the LEA's plan to provide supplemental instruction and support**

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

**Instructions: Expenditure Plan**

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

**A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA**

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education  
March 2021

# Coversheet

## LCPS Employee COVID Vaccination Policy

<b>Section:</b>	III. Discussion and Approval Items
<b>Item:</b>	C. LCPS Employee COVID Vaccination Policy
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	LCPS Employee Vaccination Policy-Final-051421.docx.pdf

## **LIGHTHOUSE COMMUNITY PUBLIC SCHOOLS COVID-19 EMPLOYEE VACCINATION POLICY**

### **Purpose**

Consistent with Lighthouse Community Public School's ("LCPS" or the "School") legal duty to maintain a safe and healthy workplace and to limit the spread of COVID-19, the School shall enforce this COVID-19 Employee Vaccination Policy ("Policy"). The purpose of this Policy is to protect the health, safety, and well-being of all School employees, students, families, and stakeholders to the maximum extent possible, and to facilitate a safe and meaningful return to in-person instruction. At the time of adoption of this Policy, the COVID-19 vaccination is not available for most students (based upon student age). This Policy shall be implemented in a manner that is consistent with current federal, state, and local law, as well as applicable public health guidance, including that from the Centers for Disease Control and Prevention ("CDC") and the California Department of Public Health ("CDPH").

### **Scope**

This Policy applies to all School employees who enter campus for any period, or have contact with any employees, students, or other School stakeholders, however brief. This Policy applies to COVID-19 vaccines that are currently available to School employees under Food and Drug Administration ("FDA") Emergency Use Authorization, as well as those that may later become available under FDA Emergency Use Authorization. Should any COVID-19 vaccine receive FDA non-emergency use authorization, this Policy will apply to such vaccines as well. Additionally, should any COVID-19 vaccine require two (2) doses for complete inoculation, compliance with this Policy requires both doses.

### **Policy**

It is the policy of the School to mandate that all employees receive the COVID-19 vaccine, once available. The School recognizes the possible operational realities of COVID-19 vaccine distribution issues, and that COVID-19 vaccines may not be available for all employees or for all School locations at the same time. However, once any vaccine opportunities become available, all School employees must inoculate for COVID-19. The School will provide employees with information regarding the operational logistics of such vaccination opportunities (e.g., opportunities to schedule vaccinations during the workday, reimbursement for mileage, etc.). As COVID-19 vaccines become more widely available, the School reserves the right to revise this Policy and mandate all employees vaccinate by a date certain.

Employees who refuse to comply with this Policy and who are not otherwise eligible for an accommodation consistent with applicable legal requirements as further detailed below will be placed on unpaid/inactive status until they comply. Employees who refuse to vaccinate for COVID-19 and who are not otherwise entitled to an accommodation will be excluded from campus/the workplace pending compliance with this Policy. Continued absences from work as a result of noncompliance with this Policy may be deemed unexcused, and result in disciplinary action, up to and including termination from employment.

Consistent with applicable law, the School will pay all nonexempt employees for time spent receiving the COVID-19 vaccine, assuming the vaccine cannot be obtained during working hours. The School will also reimburse all employees for the cost of the vaccine (if any), as well as reasonable and necessary mileage (if applicable). All reimbursements require appropriate supporting documentation.

### **Proof of Vaccination**

Once School employees receive the COVID-19 vaccine, either when directed to do so or when available, they must provide the School with written proof of COVID-19 vaccination. Written proof of COVID-19 vaccination currently means a vaccination card disbursed to COVID-19 recipients, post inoculation. Failure to provide the School with written proof of COVID-19 vaccination upon request by the School constitutes noncompliance with this Policy. The School further reserves the right to request proof of both the first and second vaccination doses for COVID-19, if applicable.

When providing proof of vaccination, employees must not provide any medical or genetic information to the School. It is an employee's responsibility to ensure their proof of vaccination is free from medical and genetic information.

The School shall strictly maintain confidentiality of all employee COVID-19 vaccination data and related medical information, other than reporting the results to federal, state, and local health departments or agencies, only where required by law. The School will store all medical information about any employee separately from the employee's personnel file in order to limit access to this confidential information. The School will have a separate confidential medical file for each employee where the School stores employee medical information. Medical information includes COVID-19 vaccination data.

### **Continued Health and Safety Protocol**

Consistent with the School's health and safety protocol, including its COVID-19 Health and Safety Policy and COVID-19 Injury and Illness Prevention Plan Addendum, and until guidance from federal, state, and local public health agencies is revised, all employees must continue to abide by all COVID-19 health and safety protocols, regardless of vaccination status. This includes but is not limited to continued use of facial coverings and social distancing practices.

### **Requests for Accommodations**

Employees who are unable to comply with this Policy due to a qualifying disability or sincerely held religious belief, practice, or observance as defined by applicable law may be entitled to an accommodation from the School's COVID-19 vaccination requirement. Once the School is on notice that an employee may be unable to comply with the Policy due to a qualifying disability or sincerely held religious belief, practice, or observance, the School will engage in an interactive process with the employee, and work to identify any possible accommodations. As part of the interactive process, the School reserves the right to request supporting documentation or a medical certification which documents the basis for the requested accommodation. The School may not be required to provide employees with an accommodation should the accommodation result in a direct threat to health and safety at the School or to the employee, or if the accommodation will cause an undue hardship for the School. Employees who believe they



may be entitled to a legally valid accommodation consistent with this Policy should contact the School as outlined below to address this matter further.

**Non-Discrimination**

The School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine, refusing to receive to the COVID-19 vaccine, or for requesting a lawfully-recognized accommodation from the COVID-19 vaccination Policy.

**Disclaimer**

As public health and legal guidance regarding COVID-19 vaccinations evolves, the School reserves the right to revise this Policy. Upon any revision to this Policy, the School will provide immediate notice in writing to all employees.

Should you have any questions regarding this Policy, you may contact **Director of Talent Anna Martin** at [anna.martin@lighthousecharter.org](mailto:anna.martin@lighthousecharter.org).

**Confirmation of Receipt**

By signing below, I acknowledge that I have received, read, and understand the School's COVID-19 Employee Vaccination Policy.

I also understand that if I have any questions regarding this Policy, I shall contact the School as outlined above.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature