



**2022**

**EXPANDED  
LEARNING  
OPPORTUNITY  
PLAN (ELO-P)**



**DEVELOPED BY YOUTH  
DEVELOPMENT SUPPORT  
SERVICES DEPARTMENT IN  
COLLABORATION WITH SCUSD  
COMMUNITY MEMBERS**

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SCUSD Expanded Learning Opportunities Program  
Program Plan

**Local Educational Agency (LEA) Name:** Sacramento City Unified School District

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**Community Based Organizations (CBO):**

- Boys and Girls Club of Greater Sacramento
- Center for Fathers and Families
- City of Sacramento
- Empowering Possibilities Unlimited
- Leaders of Tomorrow
- New Hope Community Development Corporation
- Roberts Community Development Center
- Rose Family Creative Empowerment Center
- Sacramento Chinese Community Service Center

**Expanded Learning Opportunities Program (ELO-P) Sites (Based on Needs):**

1. A.M. Winn K-8
2. Alice Birney K-8
3. Abraham Lincoln Elementary
4. Bret Harte Elementary
5. Caleb Greenwood Elementary
6. Camellia Elementary
7. Caroline Wenzel Elementary
8. Cesar Chavez Intermediate
9. David Lubin Elementary
10. Earl Warren Elementary
11. Edward Kemble Elementary
12. Elder Creek Elementary
13. Ethel I Baker @ Boys and Girls Club, Teichert Branch
14. Ethel Phillips Elementary
15. Fr. Keith B. Kenny Elementary
16. Genevieve Didion K-8
17. Golden Empire Elementary

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- 18.H.W. Harkness Elementary
- 19.Hollywood Park Elementary
- 20.Hubert Bancroft Elementary
- 21.Isador Cohen Elementary
- 22.James Marshall Elementary
- 23.John Bidwell Elementary
- 24.John Cabrillo Elementary
- 25.John D. Sloat Elementary
- 26.John Still K-8
- 27.Leataata Floyd Elementary
- 28.Leonardo da Vinci K-8
- 29.Martin Luther King, Jr K-8
- 30.Mark Twain Elementary
- 31.Matsuyama Elementary
- 32.Nicholas Elementary
- 33.O.W. Erlewine Elementary
- 34.Oak Ridge Elementary
- 35.Pacific Elementary
- 36.Parkway Elementary
- 37.Phoenix Park Community Service Center
- 38.Peter Burnett Elementary
- 39.Phoebe Hearst Elementary
- 40.Pony Express Elementary
- 41.Rosa Parks Elementary
- 42.Sequoia Elementary
- 43.Susan B. Anthony Elementary
- 44.Sutterville Elementary
- 45.Tahoe Elementary
- 46.Theodore Judah Elementary
- 47.Washington Elementary
- 48.William Land Elementary
- 49.Woodbine Elementary

*ASES, 21<sup>st</sup> Century Community Learning Centers and ELO Programs will be one, single, comprehensive program. SCUSD will collaborate with community organizations to give more expanded learning options to parents/guardians.*

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*This program plan may be subject to revisions to better align it with student needs and CDE guidelines/updates.*

Target Population	Percentage of District Population
Socioeconomically Disadvantaged	69%
English Learners	19.6%
Foster Youth	0.44%
Homeless	0.70%

As in many urban school districts, race, culture, ethnicity, language, and economic status continue to be powerful predictors of equity gaps between student groups. SCUSD’s students reflect the diversity that is the hallmark of Sacramento. The student population is 40.1% Hispanic or Latino; 16.6% Asian; 15.5% African American; 16.8% white, 1.9% Pacific Islander; 1.4% Filipino, and .6% American Indian. About 7% of students are of two or more races or ethnicities. The district population includes 14.6% students with disabilities. Residents within SCUSD speak more than 48 languages; 38% of students speak a language other than English at home and 19.6% of students are designated as English Learners.

Within SCUSD, Youth Development Support Services (YDSS) department oversees expanded Learning programs. *“Keeping the whole child in mind, Youth Development provides high quality programming and support in order to build capacity among SCUSD, students, families and community partners. We incorporate authentic youth voice and maintain intentional focus on equity, relationship building and social justice.”* Under ASES and 21<sup>st</sup> Century grants, YDSS collaborates with nine Expanded Learning providers to provide programs at 67 sites including middle and high school sites.

Expanded Learning programs are aligned with District’s guiding principle which states, *“All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.”* All Expanded Learning programs intentionally target and prioritize disproportionately impacted populations. Foster Youth and students experiencing homelessness are a priority in all programs. YDSS recruits certificated staff on per diem to work during expanded learning hours in order to provide academic support/enrichment to students. During the school year 2021-22, the number of certificated staff at elementary/K-8 sites have increased tremendously. With Expanded Learning

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Opportunities Program funds, we will provide before and after care to all of our TK and K students. Enrichment programs will be a priority for TK and K students to help these young students develop fondness for school.

**Overview:** SCUSD Expanded Learning Programs strive to create and sustain safe spaces during the critical hours outside of regular day school where Sacramento children and youth can access expanded learning opportunities and holistic culturally relevant programming.

Expanded Learning partners work closely with schools to help provide holistic supports and equitable learning opportunities for students. SCUSD Expanded Learning Programs serve a large portion of SCUSD's most vulnerable student populations and offer a wide array of opportunities that are:

- rooted academic enrichment and not academic remediation
- tailored to meet the diverse needs of intersectional learners/communities
- staffed by caring and adequately trained adults that are wanting and willing to build strong relationships to the students
- focused on promoting a strong sense of self-identity, healthy eating, authentic youth voice, relationship building and physical activity

Within these broad categories, Expanded Learning Providers work collaboratively with school partners to develop programming that supports the goals and priorities of the school community related to student achievement and well-being.

Expanded Learning Programs commit to providing support to the **WHOLE CHILD**, during **the WHOLE YEAR**.

This program plan has been developed and reviewed in collaboration with community partners, Expanded Learning Summer Advisory Committee, Student Advisory Committee, other districts, Sacramento County Office of Education and different departments from Sac City. SCUSD is committed to implementing high quality Expanded Learning programs outlined in this guide. Priority enrollment in the Expanded Learning Opportunity Program will be given to students with the highest needs, which includes our homeless, foster youth, English Learners, and students on free and reduced lunch.

## **1- Safe and Supportive Environment**

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**Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.**

The social and emotional well-being of students is a top priority for the District. SCUSD's Strategic Plan calls for "providing students and staff with culturally relevant social, emotional, and health supports to ensure positive school climates." Aligning with this goal, a priority for YDSS is to "Empower district staff and community partners to employ proactive measures that ensure physical, personal and emotional safety and healing of ourselves and our students." (YDSS Program Priorities, Program Manual 2021-22).

SCUSD's Summer Matters program incorporates social and emotional learning (SEL) and staff intentionally focus on relationship building. One of the desired outcomes of summer programming is to provide an environment that supports nurturing and supportive relationships.

Since 2012, SCUSD has been part of the Collaborative for Academic Social and Emotional Learning's (CASEL) Collaborating Districts Initiative (CDI). As a CDI district, SCUSD is embedding SEL into its work in multiple ways, from making it central to strategic planning to aligning and integrating SEL into all instruction, including Expanded Learning.

During the 2015-16 school year, YDSS began to embed SEL into its Expanded Learning programming. YDSS staff participated in a Professional Learning Community of nine school districts across California convened by the Partnership for Children & Youth, Expanded Learning 360°/365, which met to determine how to integrate instructional day and Expanded Learning SEL. Each District identified concrete ways to plan and implement SEL instruction jointly rather than in silos. Two YDSS Area Specialists participated in this work and provide professional development to other District and program staff. Monthly Professional Development trainings focus on creating healthier and more caring environments for students and staff in Expanded Learning programs.

Students participating in Expanded Learning benefit deeply from this work. Program staff intentionally build and maintain trusting, nurturing and supportive relationships with participants. They identify strengths, interests and learning styles and encourage students to develop skills related to their abilities and interests. Students and staff share responsibility in building a sense of community and

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belonging. A variety of classes and programs are offered that provide mentors for students and support to create on-campus campaigns and projects that encourage the development of positive relationships, team building, and cross-peer mentoring. Staff hold high expectations for behavior and achievement by acknowledging positive behavior and accomplishments and intervening when youth or adults are engaged in physically or emotionally unsafe behavior. Students actively co-create behavioral agreements in collaboration with program staff. Staff applies restorative practices such as “Behavior Contracts” and “Student Support Action Plans” in order to improve student behavior and engagement rather than punitive measures such as suspensions/expulsions from the program. At some sites, restorative justice practices such as peer mediation and peer court are utilized both during the day and after school. As a large number of our student population faces trauma in their personal and social life, YDSS Area Specialists are trained in facilitating culturally relevant Healing Circles.

Program staff, in collaboration with YDSS and Student Support & Health Services staff, identify students requiring emotional and health supports beyond the scope of the program. If needed, students are referred to SCUSD’s Connect Center or to the school site’s Student Support Center for services. Two YDSS staff are certified to do suicide risk assessment and Mental Health First Aid, and are equipped to provide assistance when needed.

All programs except two are held at school sites. Consequently, a majority of the students do not travel from one place to another. The Ethel I Baker program is offered at Boys and Girls Club Teichert Branch, which is within one mile from the school site. Students are transported to the Lemon Hill Boys and Girls Club by a district school bus. Phoenix Park Magic Johnson Community Empowerment Center, located a half mile from Parkway Elementary School, also offers an Expanded Learning program. Parkway students walk from their school site to Phoenix Park with program staff responsible for their safety. Parents pick up students at the end of the day at Phoenix Park.

SCUSD has been operating programs at both of these community sites successfully for the last 10 years. Both sites meet all safety requirements for the program. With guidance from the SCUSD Facilities and Operations Department, YDSS has created a facility checklist for off-site Expanded Learning programs.

## **2-Active and Engaged Learning**



**Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.**

Sacramento is one of America's most diverse cities and draws its strength from the rich culture, knowledge and skills of children, youth and adults. At the same time, the community has deep and pressing needs including poverty, unemployment, gang violence, gentrification, blight and health issues including obesity and a lack of access to healthy food. YDSS has responded to community needs by providing free programming year-round to support working parents and families, and help prepare students to become the agents of change within their communities.

Course programs and activities follow a process of understanding context, brainstorming, conceptualizing, developing, and implementing the solution so that the knowledge and skills they learn are relevant to their lives and to their community. From service learning to theater and robotics, the wide range of activities offered through expanded learning appeals to the interests of youth while offering service to the community.

Some programs available to all expanded learning students include:

*Food and nutrition:* Students learn about the connections between science, food and healthy food choices through school gardening programs provided by nonprofits Soil Born Farms and Food Literacy Center..

*Summer Service Learning:* Students assess community needs and develop projects that address community issues. Past projects have included clothing drives for the homeless and raising awareness about water waste.

*Visual and Performing Arts:* Hip-hop education provided by Studio T and Cypher Hip-Hop offer opportunities to build positive self-esteem, learn the history of urban and traditional art, be physically active, host parent engagement activities and express themselves through visual and performing arts.

*Men and Women's Leadership Academy:* Provides culturally responsive leadership and social emotional learning to young men and women of color in order to build the next generation of leaders of color.

*Literacy:* AARP literacy programs connect adult volunteers to elementary students. Adults and students read in small groups for one hour.



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*Sacramento Theatre Company and Northern California School of Arts (NorCal):* Provides high-quality performing arts education at many of our expanded learning sites. Students are engaged in in technical theatre, stage management, production and design.

*Coding Clubs:* Eight of our elementary and K-8 sites have code clubs under Kids Code Grant. We collaborate with Raspberry Pi Foundation.

*916 Ink:* 916 Ink provides youth with opportunities to; participate in creative writing workshops that increase literacy skills, build resiliency, expand communication skills, and positively affect social and emotional learning; and provide an opportunity for students to use their narratives and creative writings to become published authors.

*Crocker Arts Museum:* Crocker Arts Museum provides eight-week long program to our expanded learning students.

*People Reaching Out Youth and Families:* trains high school students to mentor elementary students.

The ELPs are expected to contribute to the students' academic achievement and overall success by: aligning curriculum to the school day, promoting active and engaged learning, and providing additional academic and behavior support to students who are not at grade level or need emotional and behavior support. Each program offers resources to enhance academic experience, including the use of technology, library/media centers both on and off campus, and mentoring support for at-risk participants.

Community-Based Organizations (CBOs) also solicit site-level feedback to build programming. YDSS and school site teams consider the site level Single Plan for Student Achievement when determining the needs of students. CBOs survey students to gauge their interests and ideas about potential enrichment programs, allowing students to shape unique site programs. Student evaluations are used to analyze program successes and opportunities for growth. YDSS Area Specialists complete monthly walk-thru observations at ELP sites. Based on observations, Specialists are better informed to suggest professional development needs and site trainings that focus on active and engaged learning.

### **3-Skill Building**

**Describe how the program will provide opportunities for students to experience skill building.**

Project-based learning (PBL) is an integral component of expanded learning programs that provides students with opportunities to become leaders, critical thinkers, and problem-solvers. The PBL framework assures that all activities are engaging and relevant to students' lives. Through PBL, cycles of inquiry are sequenced to provide students the opportunity to achieve mastery and showcase their work.

All program sites engaged in Project Based Learning are related to specific District-wide themes such as STEAM, robotics, and engineering during the summer. Students select a topic and question related to the theme and work in teams to create solutions to real world problems. For example, during our previous summer programs, students at multiple sites worked to identify solutions to real-world problems like global warming by designing automobiles for the future. Teams of students created life-sized cars out of cardboard and displayed them at showcase events held at each school site.

Sacramento Chinese Community Service Center (The Center) and Roberts Family Development Center, two of the nine community partners, collaborate with Girl Scouts Heart of Central California to provide a high-quality learning experiences for underserved girls. Beginning in the fall of 2018, The Center brought the Girl Scouts Leadership Experience to our expanded learning sites. This innovative program teaches girls the skills and values necessary to be college and career ready through STEM, entrepreneurs, life skills and outdoor programming in the expanded learning setting. In 2019, The Center expanded their partnership with Girl Scouts to include the new STEM Mobile Unit at expanded learning sites. The STEM Mobile Unit creates convenient access for students and their busy families who would otherwise find it difficult to travel to the STEM Center + MakerSpace at the regional Girl Scouts office. The STEM Mobile Unit serves as an exciting extension to the region's first girl-only STEM Center and MakerSpace where girls discover design thinking, coding and robotics.

The PBL model is also used to help students learn how to code. Expanded Learning programs at 8 elementary and K-8 sites, have coding classes under the Kids Code Grant. Students learn equations behind coding and have the opportunity to code Lego robotics. They apply what they learn into building robots. Youth Development Support Services and Raspberry Pi Foundation are collaborating on a

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pilot program to explore local community coding club collaboration and support for their children's computer science learning. Raspberry Pi Foundation provides Code Club content, lead Code Club trainings and provide Code Club starter kits. The Kids Code Grant is expiring in June 2022, however, expanded learning programs will continue to collaborate with Raspberry Pi Foundation to bring coding programs to students.

ELPs provide students with extended access to computers, software and other devices on campus. This resource allows our programs to promote opportunities for web-based tutorials, and/or learning games, which provide students with an additional level of differentiated support that builds upon their present proficiencies. This is a valuable asset in establishing our capacity to support English Learners in the program.

Along with the exposure to and use of technology, ELPs seek to spark and strengthen participating students' interest in reading by providing after-school access to the library on a weekly basis. In addition, each program collaborates with its partners and volunteers to create their own classroom libraries through book drives and donations.

#### **4-Youth Voice and Leadership**

**Describe how the program will provide opportunities for students to engage in youth voice and leadership.**

YDSS Expanded Learning has built a K-12 pipeline of youth leadership opportunities so that all students have the opportunity to become advocates and agents of positive change in their schools and communities. This includes the Student Advisory Council (SAC), a youth advisory board that has representatives from all 13-district high schools. SAC advocates for change in district policies, programs and curriculums and helps to mentor students in lower grades. Feedback, assessment, evaluation from this group guide the development of programming at the sites. YDSS has built this pipeline by providing ongoing professional development to all staff, creating student government positions at all program sites and involving youth in the planning, assessment and evaluation of all programs.

*Student government and leadership* - Across all program sites, students can participate in student government. All students are given the opportunity to run for a position in student government, including President, Vice-President, Secretary,

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Spirit Commissioner, and Peer Advisors. The process involves an application, a week of campaigning, and student speeches. Expanded Learning students are able to vote for their student representatives.

Student government is supported by trained adult advisors who work with student leaders to help them assess what all students in the program value and need, and then implement these recommendations. Student leaders conduct surveys to gain knowledge of student's viewpoints, concerns and interests. Students also vote on the program activities such as field trips and other activities. Additionally, throughout the school year, students are able to plan and organize school events as well as serve as peer mediators during Expanded Learning and the regular school day. All student leadership and government programs have designated classroom spaces where youth can gather with their adult advisors to relax, build community and have open, honest conversations about their needs, experiences and goals for themselves and the expanded learning program.

Students in grades K-3 are given voice and choice in program planning and evaluation in developmentally appropriate ways. For example, K-3 classroom all have circle time, where students sit on the carpet with the team leader facilitating a discussion about student likes and dislikes about program activities. Other topics, such as respecting each other, or brainstorming ideas for projects also happen during this time. Lower grade students create classroom agreements to determine class behavior. Creating agreements, rather than rules, incorporate young children's voice in building a positive, youth-led classroom environment. Lower grade students also chose clubs and enrichment activities such as knitting, sports, STEAM, and others. Lower grade students participate in voting for their "elected officials" during student government.

People Reaching Out (PRO) provides opportunities for youth to build leadership skills and shadow older students through mentoring programs provided at four schools. PRO's mentoring programs connect high school mentors with elementary school students in order to build relationships and life skills needed to become leaders in the school and community.

In addition to creating classroom agreements, choosing clubs, and participating in student government, students in grades 4-8 are given additional opportunities to actively build and exercise their leadership skills in addressing real-world problems that they identify in their communities through culturally based leadership development programs. In programs like Men's Leadership, Women's

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Leadership, American Indian Education Program, and Student Advisory Council, students receive yearlong training in community organizing, social movements, and grassroots methods for addressing and challenging social problems. These trainings teach students how to think critically about their social world and plan strategically, while encouraging them to enact social change in solidarity with other students. In addition, students are linked with statewide initiatives and non-profit organizations to experience what it means to combat social problems from a collective community-based approach. Specific projects students have developed through these leadership programs are canned food drives for the homeless and clothing drives for foster youth. Students learn that careers and educational pathways can be centered on serving community needs.

Staff use youth engagement skills gained in professional development sessions to engage youth in program development and evaluation before, during and after programs.

Lower grades (1-3) are given developmentally appropriate surveys that use close-ended questions to determine what they like and do not like about the program. Team leaders discuss questions openly to help younger students understand the questions, and use pictures and symbols to help them make decisions about activities and programs. Traditional research methods such as surveys and focus groups are used with upper grade students (4-6). Students are given pre-and-post surveys, and also have community circles to determine what they like and don't about program. Data collected from student government leaders also helps to inform these program-wide surveys. The results of surveys help staff plan and evaluate programming.

## **5-Healthy Choices and Behaviors**

**Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.**

In August 2017, SCUSD Board of Education adopted an undated Student Wellness Policy. The Student Wellness Policy outlines a coordinated school health system that supports and reinforces health literacy and practice through health education, physical education, nutrition services, food literacy, physical and mental health services, health promotion for staff, a safe and healthy school environment, and student, parent/guardian and community involvement. Expanded Learning

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programs incorporate strategies from the School Wellness Plans into their programming.

To implement district and school wellness priorities, YDSS partner agencies collaborate with the school day to transform Expanded Learning programs into environments that support and encourage healthy behaviors. As part of this initiative, expanded learning programs follow a guide to develop exemplary practices for nutrition and physical activity. Healthy celebrations and food sampling through cooking clubs have become a norm in SCUSD expanded learning.

In alignment with the school wellness plan, Expanded Learning has an intentional focus on SEL. To build a common understanding of SEL, there is intentional and frequent collaboration between staff using/teaching SEL during the day and expanded learning staff. SEL is embedded in monthly professional development activities for Expanded Learning program managers and staff.

Food Literacy Center has collaborated with SCUSD to provide nutrition education to students in programs such as Pacific, Leataata Floyd, Camellia Basic, Susan B. Anthony, Ethel Phillips and Woodbine. Through interactive presentations and small group discussions, students think critically and build healthy eating habits. Food Literacy Center creates meals/snacks using local, seasonal ingredients with recipes that students take home to cook again with their families. Students conduct science experiments to study nutrition, fat, sugar, and plants and they learn science, math and vocabulary through hands-on cooking lessons.

Go B’Nanas is a highly engaging health, wellness and prevention one-day clinic delivers lessons on alcohol, tobacco and other drug prevention, healthy peer and romantic relationships, obesity prevention, and leadership development during summer programming. The Go B’Nanas team includes both youth and adults. The high energy program incorporates music and movement to increase youth engagement, build leadership skills and empower students to develop healthy habits.

SCUSD’s school and community gardens help make the school a center of community activity. School gardens are a large part of the hands-on nutrition and environmental education piece with nearly 60 of SCUSD’s 77 schools having some type of garden, raised beds and/or growing spaces. Experiential learning has taken place with butterfly habitats, outdoor classroom spaces, native plant zones, composting systems, and additional raised beds. Many students in the Expanded

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Learning program participate in garden activities. Many of our programs collaborate with Soil Barn Farms to start gardens and take students to the farm for a field trip.

All Expanded Learning programs offer 30 to 60 minutes of daily physical activity in an effort to combat the epidemic of adolescent obesity. The physical activity offerings are intended to provide vigorous movement by student choice and interest. These offerings include fitness and dance courses such as Zumba, modern, and hiphop dance. Intramural sports activities include, but are not limited to, basketball, volleyball, soccer, flag football and yoga. In addition to the physical activity options, existing Expanded Learning programs make available structured recreational clubs such as music, theater and visual arts through partnerships with the Sacramento Theater Company, Music in Motion, Studio T, and The Cypher Hip Hop Program. Before School Programs (BSPs) are health and wellness focused and includes BOKS curriculum, yoga and mileage clubs.

Elementary sites implement the Coordinated Approach to Child Health (CATCH) curriculum. This curriculum encourages students to eat healthy food and engage in vigorous physical activity. Students participate in weekly nutrition lessons and are taught different ways to make a meal healthier by replacing and experimenting with ingredients.

The SCUSD Nutrition Services Department prepares and provides all snacks and supper to the ASES programs to ensure that every student is receiving healthy nutritious food that meets the California Education Code requirements. The Nutrition Services Department's onsite school staff trains and collaborates regularly with the Expanded Learning program staff to ensure that the food is handled and distributed accordingly. Each student in the program receives light supper during the allotted after school program time. All programs encourage healthy habits such as washing hands before eating. Students and Expanded Learning staff regularly provide input on supper/snack options. Some examples of snacks and meals are: Turkey and Cheese Wedge Sandwich, carrots, 1% fat white milk, hard-boiled eggs, grapes, apple slices, etc.

Staff majoring in degrees that emphasize healthy lifestyles, including kinesiology, dance and physical education, are intentionally recruited for the ELP. They model healthy behaviors during program time by: not bringing food and beverages on campus that are out of alignment with policy; discussing the importance of eating five small meals per day and the dangers of skipping meals; sharing their personal



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exercise regimens (i.e. soccer, gym, yoga, outdoor activities, 5K) through small group discussions and workshop series; and facilitating awareness conversations on media targeting youth consumers including tobacco, fast-food, soda and processed foods.

## **6-Diversity, Access and Equity**

**Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.**

YDSS' values and commitment to diversity and equity is reflected in all outreach materials. Program applications and fliers are available in each participating school's front office in languages appropriate to the student population. YDSS utilizes local TV stations to inform the community about ASES summer programming. Lastly, collaborative partners (main and supplemental) have strong roots in the community and reach out to SCUSD community via newsletters, social media promotions and through community events.

Students and families receive information on ELP services through a wide variety of communication vehicles. Letters are sent home with students during Spring to inform parents/guardians about next year's program being offered on their child's school site. School staff also send phone messages to families. Information about the program is included in the District online newsletter; on the YDSS website; through presentations at Back to School Night, Open House; during teacher home visits; by teachers, counselors, and student referrals; on marquee signs and/or through the onsite Expanded Learning program. Program staff is required to be at their respective school sites the week before the school year starts and be available for any program inquiries.

ELP staff work collaboratively with a variety of stakeholders to encourage participation from highest-need students. A collaboration between staff and Foster Youth Services Department Case Managers enables proactive registration of foster students.

SCUSD's Board and Cabinet guide and set standards for all district programming in order to embrace and celebrates diversity relating to race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression. In addition, YDSS provides education and

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awareness that promotes cultural humility and relevance in all approaches and services for district youth. Program sites provide a welcome environment by representing the diversity of students through program activities, curricula and displays. Families are encouraged to attend celebrations and share their cultures.

The American Indian Education Program (AIEP) at SCUSD supports American Indian/Alaska Native students by providing academic support and cultural enrichment opportunities, youth leadership opportunities, parent engagement support and by building a community in which students can flourish. The program objectives are to increase academic success, celebrate culture- including local Native language enrichment, increase student attendance, and increase graduation rate. Services provided include academic tutoring, family and community engagement, cultural enrichment classes, programs and field trips, summer learning opportunities, volunteer opportunities, language classes and participation in an AIEP graduation recognition event. Students are recruited through the ELP at their school site and AIEP provides tutors during ELP time.

YDSS collaborates with community partners to bring culturally relevant programming to students. For the last three years the Children's Defense Fund Freedom School Program served almost 300 students each summer. This program is rooted in the American Civil Rights Movement and includes carefully chosen culturally relevant books.

Expanded Learning Program Managers and YDSS Specialists team works with SCUSD's Connect Center staff to provide support to the district's lesbian, gay, bisexual and transgender students. YDSS staff also provide training to district staff, schools, Expanded Learning staff, and the larger community about the unique challenges of this vulnerable population. Their work ensures that these students receive equal access to educational opportunities.

The district's YDSS department closely collaborates several district departments to ensure that a wide range of students are aware of and participate in ELP to assure that the appropriate accommodations are made to provide access to the program and its activities to all students. The Director of Multilingual Literacy and academic coaches provide professional development for expanded learning staff on how to best support English Learners.

Special Education staff provide professional development for Expanded Learning program staff on HIPPA laws, aligning 504 plans and IEP plans so that students with disabilities are able to participate in program activities. Outreach to homeless

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students is provided through the district's Homeless Services program to ensure students receive equal access to educational opportunities, including Expanded Learning programs. All Foster and Homeless youth can join the program at their school site upon their entry in the school district even if there is a waiting list - no questions asked.

All Expanded Learning programs (except two) are located at the school site for easiest accessibility to students and teachers, and held in ADA-accessible classrooms used during the regular day. Many special needs students travel back to their home schools for Expanded Learning programs. YDSS collaborates closely with Special Education Services to ensure Program Managers and their staff are fully trained in making accommodations for students' physical and behavioral needs.

## **7-Quality Staff**

**Describe how the program will provide opportunities for students to engage with quality staff.**

Partnerships with community-based organizations (CBOs) help SCUSD recruit and retain a diverse staff that are representative of the community. CBOs have deep relationships with the community that are advantageous to hire and retain talent.

SCUSD and its partners have agreed upon the characteristics of a high-quality staff member and therefore have clearly set standards and expectations for individuals who are hired. Staff include school site personnel, credentialed teachers, highly qualified paraprofessionals, and other classified employees, in addition to contracted service CBOs. These partner CBOs use various methods of recruitment including employment fairs, postings on professional staffing websites, targeted recruitment to local colleges and universities, and recruitment of instructional day professionals and staff. These intentional recruitment efforts help to hire and retrain program staff that are culturally, linguistically, and socio-economically reflective of our students and the community they serve.

Staff members' experience, knowledge and interests are considered during the hiring process. The program relies on recruiting staff that have talents and interests that they can share with youth and contribute to the development of activities and programs. Staff provide music and art lessons and lead sports activities with the students. All Expanded Learning program staff meet all legal

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requirements as an Instructional Aide which are: graduation from high school, one year of experience working with individuals or students in an organized setting, and one of the following: completion of at least 2 years of study (48 semester units) in an institution of higher education, Associate's degree, or pass the district paraprofessional test. All agency staff are required to submit their fingerprints to the district and fulfill COVID safety requirements.

Community members, students and parents are encouraged to volunteer in Expanded Learning programs. The district's Community Partner Providers recruit volunteers for their site-level programs. All volunteers working with SCUSD students must complete a current volunteer registration form signed by the school administrator (or designated representative); a copy of a recent TB Test or chest x-ray form / card indicating a negative result; COVID Vaccination or submit to testing, and a completed and cleared Volunteer Sex Offender Check Authorization Form (Level II) and a completed and cleared Volunteer Fingerprinting and Criminal Background Check (Level III) on file with district. Volunteers may accompany students on field trips or work with students on school sites, depending on program needs. All volunteers work under the direction of the Expanded Learning staff and work in classrooms in the presence of assigned staff.

Students (high school and middle school) can work or volunteer in Expanded Learning programs with permission from their site administrator. YDSS Expanded Learning staff hold volunteer orientations to discuss program expectations, behavior, safety, etc. High school juniors and seniors can apply for YDSS's Youth Employment program. Students complete an application, go through interviews, training and complete an orientation. Each youth employee is assigned to an elementary or middle school program and is paid \$15 an hour. During summer, youth employees can work up to 30 hours per week.

SCUSD has created quality ELPs by providing ongoing professional development based on staff and community needs. The overarching focus of all professional development offering is to equip staff with the knowledge, skills and attitudes needed to build positive relationship building with each other, students and parents.

Staff participate in extensive professional development opportunities including workshops, peer learning, onsite coaching and monthly administrative check-ins and mini-professional development workshops. Topics focus on either social and emotional learning or academics. YDSS leverages the talent and resources of district staff to provide high quality professional development workshops. Topics

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include restorative practices, SEL, Common Core Math and ELA literacy, IEPs, 504s, equity and training on serving the LGBTQ community. YDSS assesses the needs and interests of staff and prior to the start of a new school year. The Program Managers and CBO Directors are given information about the program requirements, budgets and any information that affects the day-to-day operation of the program at these meetings. Additionally, YDSS meets individually with CBOs and Program Managers semi-annually to review program budget and assess the effectiveness of programs.

Area Specialists also provide on-site coaching in areas of identified need based on site observations, and the use of Quality Self-Assessment and a YDSS-created assessment tool (Walk-thru form based on the 12 Quality Standards).

Pre-COVID, YDSS was hosting one annual learning summit during August (12 hours over two days). All CBOs are invited and encouraged to attend. Topics have included assessment/evaluation; teaching literacy and math using Common Core Standards; mental health supports; trauma-informed care; social and emotional learning; health and healing; equity and access for special needs populations, including LGBT; and strengthening collaborative partnerships.

All staff participating in SCUSD's summer program, Summer Matters, receive 20 hours of professional development prior to the start of the program each year. Staff are trained on the physical, social and emotional goals of the program as well as on age and interest appropriate curriculum. Staff training focuses on creating lesson plans, as well as goals centered on relationship building, 21st Century skills, and becoming agents of change.

SCUSD's CBOs are required to perform a minimum of 20 hours of training a year for their site-based staff. Topics include classroom management; working with special needs students; lesson planning; positive behavior strategies; equity and climate; relationship building; curriculum development (enrichment, literacy, wellness); and safety and emergency protocols (earthquake, fire, disaster, intruder drills).

All professional development sessions provide opportunities for evaluation and feedback where participants can indicate additional topics of interest.

## **8-Clear Vision, Mission, and Purpose**

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**Describe the program's clear vision, mission, and purpose.**

Poverty, crime, gang violence, lack of educational opportunities and access to employment opportunities are some of the issues that affect SCUSD students and parents. Low academic achievement and high levels of chronic absenteeism are experienced by many students.

Children in SCUSD's school neighborhoods are constantly exposed to crime, violence, and unsafe conditions. These challenges affect behavior, student learning, academic achievement, and social and emotional well-being.

The mission and vision of YDSS was developed in collaboration with community partners including principals, community-based organizations, ELP Program Managers, students and parents.

The mission of YDSS is to provide high quality programming and support in order to build capacity among SCUSD students, families and community partners while keeping the whole child in mind. We incorporate authentic youth voice and maintain an intentional focus on equity, relationship building and social justice.

The Expanded Learning programs are aligned with the four goals of SCUSD's LCAP: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; and Operational Excellence. These goals guide the academic performance, enrichment activities, student and parent engagement strategies that were identified through available data and parent/student surveys. Program activities include:

Academic Assistance: To reinforce and build upon the learning that takes place during the instructional school day, each Expanded Learning program provides 1+ hours of daily-dedicated homework and tutoring time. Studies have shown that actual time compared to reported time spent on homework has been linked to higher academic outcomes. ASES program leaders work in coordination with instructional day teachers. Each program also offers students access to resources to enhance their academic experience.

Enrichment: Activities are chosen to meet site-specific needs and are aimed at strengthening students' developmental assets by providing positive experiences and encouraging the growth of healthy character. The selection of enrichment activities is based on the interests of the participating students, determined by student surveys and focus groups.

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Summer Programs: Overall goals of the program are to decrease summer learning loss for high-risk students and to provide working families with safe, enriching environments for their students. Students are provided with six hours of summer program at 30-35 elementary and middle school sites.

Family and Community Empowerment/Engagement: Parents are surveyed as part of the ASES registration process to determine their needs and interests. ELP has offered language translation, English language classes, interactive literacy activities for parents and children, training on homework help strategies, homework, and parent literacy training related to economic self-sufficiency.

Feedback is solicited from School Site Councils, PTO/PTA and other school organizations, as well as student groups. Program Managers attend staff and teacher meetings and ask for input on Expanded Learning programming from teachers and principals. Program Managers and their Site Instructional Aides also meet one-on-one with teachers for programming ideas for individual students. Students and parents also complete end-of-the-program surveys and evaluations, which help inform goals and programming decisions for the next school year.

Based on information gathered and feedback solicited, all ELP Managers are required to have a site-based program plan, which outlines program goals based on the Expanded Learning Quality Standards. Program Managers chose two quality standards as their focus for the upcoming school year. Throughout the school year, the YDSS Specialist, the program manager and the agency supervisors monitor progress toward desired outcomes.

## **9-Collaborative Partnerships**

**Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.**

SCUSD, the individual school sites, and our CBOs have created a seamless transition between the regular school day and the Expanded Learning program. All onsite Program Managers have district emails and access to the student information system (Infinite Campus). Program Managers attend faculty meetings, are included in professional development activities, and meet regularly with teachers during weekly Common Planning Time, promoting regular communication and collaboration. Through Infinite Campus, Program Managers and teachers have shared access to student scores, assignments, and attendance. Program Managers



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are also given school site walkie-talkie systems to communicate with administrators, custodial staff, and campus safety staff. They have regular one-on-ones with the designated site administrator and provide check-ins/newsletters regarding the program. The onsite Program Manager also hosts a teacher's meeting each semester to provide updates to all participating staff and performs routine classroom visits providing feedback on engagement and content for teacher growth with expanded learning quality standard expectations.

SCUSD has had tremendous success in integrating the onsite Program Manager as a viable staff member and as the after/before school administrator. The Program Manager facilitates additional community partners, programs, and opportunities. All are full time staff, providing time for interactions with the school staff.

CBOs go through an extensive process to assure quality programming and organizational capacity to meet program goals. The process includes two phases: 1) Request for Qualifications (RFP) that is used to determine if an organization has the capacity to run a program or provide a supplemental service and 2) a Request for Programs (RFP) that outlines specific program framework, plan and goals.

Youth Development Support Services had a pool of over 40 qualified CBOs (main and supplemental) that have the capacity to run high quality programs and provide supplemental services.

**Partners include:**

Currently, SCUSD has nine primary contracted providers serving at 65 K- 8 Expanded Learning sites. They include Sacramento Chinese Community Service Center (44 sites), New Hope Community Development Corporation (1 site), Empowering Possibilities Unlimited (4 sites), Centers for Fathers and Families (4 sites), Rose Family Creative Empowerment Center (5 sites), Boys and Girls Club (2 sites), Roberts Family Development Center (1 site), Leaders of Tomorrow (3 sites) and The City of Sacramento Teen Services (1 site). Health Professions High, Sol Aureus College Preparatory and Sacramento Charter High run their own programs.

**Sacramento Chinese Community Service Center (The Center):** The Sacramento Chinese Community Service Center (the Center) is passionate about health education and supporting student preparation for careers in the medical field. Since 1998, they have successfully strengthened expanded learning

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opportunities by providing innovative programs aligned with site goals. The Center is a highly regarded community-based organization and is actively serving the students in Expanded Learning Programs since 1998. The Center brings their leveraged partnerships, including: Social Emotional Learning grant through the Agape Foundation; Contracts from the County of Sacramento for health and wellness activities; Services from Sacramento Employment and Training Agency (SETA); Grants from Social Innovation Funds for cross-aged literacy mentoring; and a 57-passenger school bus purchased with \$150,000 in donations from the Sacramento Rotary. Through these successful relationships, the Center is able to exceed targeted enrollment, provide access to supplemental activities and offer intervention services for literacy.

**New Hope Community Development Corporation (NHCDC):** New Hope partners with individuals and faith-based organizations. At William Land elementary, New Hope hosts a summer Mandarin Immersion program where students learn about Chinese music instruments, folk dances, Chinese calligraphy, art traditions, celebrations, and cuisine.

**Empowering Possibilities Unlimited (EPU):** EPU's greatest strength is family engagement which happens through their effective two-way texting communication system, interactive family challenges and activities, and quarterly Family Engagement Nights. EPU has been in partnership with SCUSD and the YES department for over 20 years. EPU's current programming utilizes funding and donations from Sacramento County Department of Human Assistance and the Sacramento Food Bank to provide over 7000 lbs. of food and recyclable bags for our SCUSD parents.

**Center for Fathers and Families (CFF):** Center for Father and Families has been serving students in Sacramento City Unified since 2012. CFF has secured donations from foundations and corporate partners including AT&T, Wells Fargo, Golden 1 Credit Union, Sacramento Kings, Walmart, PASCO Scientific, Nationwide Insurance and Target. These funds support literacy and STEM efforts, visual and performing arts, field trips, and summer programs.

**Rose Family Creative Empowerment Center (RFCEC):** The director of Rose Family Creative Empowerment Center has served Franklin Villa/Phoenix Park community for over 20 years and has been a key leader in the revitalization of the once crime-riddled apartment complex into the more welcoming and thriving

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Phoenix Park community. The Parkway Elementary, Susan B. Anthony and John Still K-8 ASES program offer a number of innovative services which include a full array of youth and adult programs that meet the academic, social emotional, and life skills needed for our students and their families.

Rose Family Creative Empowerment Center partners with other Sacramento-based community organizations including Sacramento Links to provide STEM programs for girls, and with the Black Child Development Institute to sponsor a college fair. Phoenix Park Center, one of the Agency's sites, is equipped with a computer lab with funds from a Magic Johnson Foundation grant. The agency also has an agreement with City College to provide staff under their workability program. Geek Squad Academy during summer programming was also made possible through Rose Family Creative Empowerment Center.

**Boys and Girls Club (BGC):** The Boys & Girls Clubs of Greater Sacramento is part of the over 100-year history of the Boys & Girls Clubs of America. Boys and Girls Club allows school sites to use their Lemon Hill Teichert Branch facility for school events (faculty trainings, graduations, etc.) at no cost. One of the hallmarks of the Boys & Girls Club is their commitment to recognizing, developing and rewarding leadership and good character. Each month staff selects a youth, scholar, and sportsperson of the month, leading to an agency-wide Youth of the Year award.

**Roberts Family Development Center (RFDC):** RFDC holds at least four annual fundraisers to secure unrestricted funds which can be used to cover costs not paid by SCUSD's current grants and contracts. RFDC works with City Council members and County Supervisors representing Sacramento districts to secure supplementary funds. A portion of their in-kind contributions goes towards maintaining RFDC's standard staff to student ratio of 1:15, which increases safety and improves staff relationships with students because of staff's ability to better monitor students' behavior and provide one-on-one attention.

**Leaders of Tomorrow (LOT):** Leader of Tomorrow is one of our new partners. This agency began providing services during 2018-19 at one site and expanded to two sites this current school year. What are their services?

**City of Sacramento, Teen Services:** City of Sacramento, Teen Services has been operating programs in Sacramento City Unified since 2000. Through the

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partnership with the City’s Youth Employment Unit, several students are able to secure summer employment through the “Landscape and Learning Program” during each summer.

Under the current contracts, all SCUSD contracted partners are asked to provide 15% matching funds/in-kind services for the program.

SCUSD has established several partnerships with supplemental providers who offer specialized weekly or bi-weekly services to students. In order to qualify to provide services at a site, providers must complete an extensive online application which describes services being proposed, budget, and evaluation strategies. Supplemental providers for Expanded Learning sites are Studio T, Cypher Hip-hop, People Reaching Out (PRO), Sacramento Area Youth Speaks (SAYS), Architects of Hope, Crocker Arts Museum, Sacramento Theatre Company, 916 Ink, NorCal Theatre, Race and Gender Equity Project, Food Literacy Center, Department of Sound and many more.

The YDSS Coordinator meets monthly with partner agency directors to engage in conversation about SCUSD’s commitment to quality programming, while Area Specialists meet with Program Managers to implement quality standards at the sites. All Program Managers and their agency supervisors meet with Area Specialists and engage in monthly Professional Developments at the district level every other first Tuesday of the month from 10 a.m. to noon. The YDSS team meets mid-year with each agency to discuss issues specific to each individual agency. In addition, the YDSS Coordinator meets with each partner to negotiate contracts during summer for the next school year and also in late spring to discuss contracts for summer programs.

These collaborative partnerships help connect students and families to resources in the community. CBOs and Program Managers are updated on partnerships in order to connect parents to information and available services in the community.

## **10-Continuous Quality Improvement**

### **Describe the program’s Continuous Quality Improvement plan.**

Overall, the success of the Expanded Learning program will be measured on students’ attendance/participation/ engagement, improvements in academic and

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social emotional skills, participation in quality enrichment activities and parent participation in the program events/activities. Data from years of programming shows that SCUSD's Expanded Learning participants overall have increased attendance, improved academic achievement, and have stronger leadership skills and deeper connections to their school sites.

YDSS has adopted the Quality Standards for Expanded Learning in California to maximize the impact of programs and promote continuous improvement. Guided by these Quality Standards, the YDSS utilizes data from multiple sources to assess the strength and weakness of Expanded Learning programs in order to continuously improve program design, outcomes, and impact.

YDSS believes that when students are engaged in quality programming that is based on a strong commitment to continuous quality improvement, by intentionally assessing and addressing the school community needs, creating programming that guarantees a safe and supportive environment where youth voice and leadership and academic enrichment is promoted, students will become agents of change who contribute to positive school climate; embrace diversity and equity; develop strong relationships with themselves and their community; acquire 21st Century skills; show improved academic outcomes; and increase school day attendance and engagement/participation.

The YDSS team works closely with Community Partner CBO Directors to reinforce YDSS's commitment to quality programming, as well as to offer global guidance as a community of ELP CBO Providers. YDSS Specialists work with Program Managers and CBO Directors in efforts to provide each site the individual supports that might be needed to best serve students

YDSS Specialists provide ongoing and extensive training to Program Managers so they can engage in the CQI cycle. CBOs also provide extensive training on the Quality Standards for Expanded Learning. In this way, Program Managers and their staff will develop a plan for how program quality will be measured and improved. Program Managers are required to formally observe their own site using the walk-thru form at least once a month. They are also encouraged to facilitate their own focus groups, interviews and surveys with students, parents, administrators, teachers and program staff.

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Target Area of Improvement	Outcome Measures
<b>ELA Academic Growth</b>	% of CAASP Results in ELA $\geq 3$ Percent of ELA Grades Earned that are “3 / C or higher”
<b>Math Academic Growth</b>	% of CAASP Results in Math $\geq 3$ Percent of Math Grades Earned that are “3 / C or higher”
<b>Improved School Engagement</b>	Percent of Students Chronically Absent
<b>Social Emotional Learning</b>	Percent of Students with 1 or 0 Office Discipline Referrals
<b>Social Emotional Learning</b>	Percent of Students with 0 Suspension Incidents
<p>In order to evaluate the fidelity of the program, we will collect data from program observations, survey teachers, interview program managers and collect feedback from students and families. Additionally, our District English Learners Advisory Council (DELAC) recommended that we should collect and analyze data for reclassification of English Learners (ELs) who are enrolled in Expanded Learning. Thus, YDSS will compare the rate of reclassification of ELs who are enrolled in Expanded Learning with those students who are not enrolled in Expanded Learning.</p>	

In order to gather data and facilitate discussion to set goals, assess progress and determine next steps, each site follows an individual plan that includes ongoing checkpoints throughout the year that allow for assessment, planning and implementation.

## 11-Program Management

### Describe the plan for Program Management

The YDSS has a strong fiscal management system that includes a well-documented budget with line-item expenses and the duration and amount of each revenue source. The YDSS Director and staff Office Tech manage all grant funds with assistance from the District’s Budget Services staff. The Director is responsible for negotiating, drafting and signing the Memorandum of Understanding (MOU) with the partner CBOs and Supplemental CBO providers for summer and school year. All contracts are required to be approved and ratified by the School Board. According to contracts, CBOs are required to have insurance for their staff and to

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cover litigations. SCUSD insurance is covered through Schools Insurance Authority. CBOs submit invoices according to the schedule as agreed upon in the MOU. YDSS is structured to best leverage resources and expertise across the district and with community partners and to maximize oversight of and accountability for the program.

Program funding provides direct services to students in accordance to the vision, mission and goals outlined in MOUs. MOUs also include detailed program expectations, outcomes and evaluation/assessment requirements. Contracts with CBOs are the ELPs' largest expense since they operate as direct providers on program sites. Partners are responsible for hiring and training their CBO staff. According to their MOU, SCUSD requires 15% in in-kind services from each CBO. All partners are required to submit a year-end report, including detailed description of their in-kind services and monetary value of these services.

At the start of each school year, YDSS Area Specialists receive (by school site) a list of Supplemental CBO Providers and the number of certificated teacher hours granted for sites. They meet with site Program Managers and help them plan accordingly. Program Managers are responsible for submitting per diem requests and monthly timesheets to their Area Specialists. All SCUSD certificated and classified staff working in the program are paid through the district.

At the district level, the Youth Development Support Services (YDSS) department oversees the Expanded Learning Program Unit. Five program Area Specialists report to the Coordinators and are responsible for oversight of ELP activities at the school sites. There are four K-12 Area Specialists. Each Area Specialist oversees 12 to 13 Expanded Learning programs (including high school programs). Area Specialists provide technical support, ensure quality control, provide professional development, organize spring and summer summits, oversee field trips, plan summer programs and act as administrators during Summer Programs. The ELP Application Specialist is responsible for training Program Managers/other designated staff on Infinite Campus. The Application Specialist also prepares attendance and outcome data that need to be submitted to the California Department of Education. Area Specialists provide budget support to CBOs, communicating regularly about expenditures and invoicing to allow for flexibility in expenditures throughout the year.



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The YDSS team collaborates with district departments, long-standing community partners, and school site administrators to identify and incorporate the most impactful strategies to ensure the success of our students and programs. Area Specialists work closely with the site Expanded Learning Program Coordinators and the school- and cabinet-level Administrators to facilitate and coordinate programmatic and communication strategies to improve student outcomes during both in-school and out-of-school hours.

The District has established contractual partnerships with several award-winning community partners (identified in Section 9) to provide the day-to-day implementation of ELPs at each school site. CBOs meet with their Expanded Learning Coordinators as a group monthly and one-on-one quarterly. Each CBO has their assigned staff to supervise assigned school sites. Area Specialists and CBO supervisors do joint visits, observe programs and plan professional development accordingly.

CBOs hire and oversee their own staff, including Program Managers who are responsible for site supervision of 4-10 Instructional Aides (depending on the number of students to be served at the site), volunteers, and Supplemental CBO Providers. They coordinate program activities with site administration and staff and perform all program administrative duties (daily attendance tracking) as required. All Program Managers have read only access to students' instructional day and parent/guardian information. Program Managers meet with site principals weekly or biweekly, depending on the determined meeting schedule to discuss any adjustments that need to be made. Program Managers or one of their staff also participate on at least one school-site committee where they can solicit feedback on the site Expanded Learning program. Program Managers are also encouraged to participate in site staff meetings to seek program feedback. Together, they create individualized support for students with specific needs. All ELP Managers are full time and report to the sites by 10:30 AM. ELP staff observe instructional day classroom in order to increase their teaching capacity. All community partners assign at least 10 hours or more per staff for classroom observations.

Supplemental CBO Providers are contracted to offer specialized weekly or bi-weekly services to students. In order to qualify to provide services at a site, providers must complete an extensive online application which describes services being offered, proposed budget, and evaluation strategies and schedule. Currently 17 CBO Supplemental Providers, overseen by Program Managers, offer

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programming at various school sites. Supplemental Providers submit invoices to ELP Coordinators, and report to the Program Managers at the sites. All CBO Supplemental Providers complete a midterm and year-end report.

Each partner CBO has its own organizational structure, depending on its size and available resources. For the most part, CBOs have aligned their organizational structures with the structure of Expanded Learning/YDSS. They include:

The Director/CEO/President/Founder of the CBO serves as the leader of the organization, working directly with the YDSS Director and coordinator to negotiate and sign the MOU between the CBO and District contract. Each CBO has at least one Associate Director as the point of contact for all immediate needs/emergencies. Associate Directors also attend monthly and quarterly meetings with coordinators. Associate Directors are also responsible for site supervision.

Program Managers/Site Directors/Site Coordinators: oversee the day-to-day workings of ELP for students in K-12th grade. They work closely with Expanded Learning program staff and school site staff to provide an enriching and educational experience for students. Program Directors assist in the development, structure, and planning of programs based on the needs and interests of the students and their parents. They manage program staff and operations, including quality assessment, nutrition, attendance etc. Program Directors maintain relationships with the community and often serve as the spokesperson for the program to the community, law officials and the media. They are the first point of contact for any emergencies. Many Program Managers working in SCUSD's Expanded Learning programs have 10 or more years of experience. Some were once students in the program. Program Managers also work many years as team leads (instructional aides in the classroom) or second in-charge before becoming a Program Manager, as most of the CBOs promote from within.

Team Leaders/Instructional Aides: work directly with the children and youth to deliver quality ELP services, such as homework help, mentoring, behavior guidance, and extracurricular activities. Within each CBO Team Leaders from different sites are encouraged to collaborate with one another and to draw upon their expertise and interest to develop enriching program activities that are incorporated into the Expanded Learning program. Team Leaders are responsible for creating a supportive environment that encourages learning and academic

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growth and for assisting in improving student academic skills through homework assistance and tutoring. According to district guidelines, all Team Leads report to sites 45 minutes to an hour before the start time of the program.

Each site holds weekly staff meetings and a 5-10 minute debrief at the end of the program. CBO supervisors visit their assigned sites one to two times weekly or more often, depending on the needs of the site. All CBOs hold professional development training during school district breaks or on Saturdays so that there is no disruption in serving students.

Staff at the program and site level use various well-defined channels of communication with all stakeholders. YDSS works with over 30 community-based organizations to provide direct services to students. To maintain relationships and ensure communication, YDSS holds monthly CBO Director and Program Manager Meetings and semi-annually Supplemental CBO Provider meetings. Meeting time is used to communicate about program needs and issues as well as professional development on topics that are relevant to the needs of program sites.

During the school year, ELP Managers are on site every day from 10:30 am - 6:30 pm, and are easily accessible to school-site staff, administrators, Supplemental CBO Provider partners, and students. YDSS believes that face-to-face meetings provide the best opportunity to build and nurture relationships and facilitate communication. Program Managers sometimes assist school site staff with duties such as translation and yard supervision, which they use as opportunities to build relationships with students and staff.

Communication with parents about ELP activities begins with student registration and mandatory orientation nights. Parents are able to meet and talk with site and District staff, as well as community partners serving that school site. Site Open Houses also provide opportunities for parents, school staff, ELP and YDSS staff to learn about program activities.

Program Managers and their staff create weekly or monthly newsletters (depending on the site) to share with families and other stakeholders. Information about program activities is also shared in the school site's newsletter and/or on their website. Flyers and other program information are posted on site expanded learning bulletin boards.

## General Questions

### **Existing After School Education and Safety (ASES) and 21st Century Community Learning Centers (21st CCLC) Elementary and Middle School grantees.**

**ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.**

Currently SCUSD YDSS operates 68 Expanded Learning programs (including three independent charter sites). Fifty-two elementary and K-8 sites are funded through the ASES grant; seven high schools receive 21<sup>st</sup> Century ASSETs grant funds; and nine programs, including one high school, are funded through CARES funding. In addition, four elementary/K-8 sites are dual-funded as these sites also receive 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant. With Expanded Learning Opportunities Program (ELOP) grant, YDSS will expand its programming to Transitional Kinders (TK) and Kinder students. YDSS is collaborating with the district's Early Learning and Care to spread the word among TK families. All Kinder families will have the access to Expanded Learning until 6:00 p.m. every day of the regular school year.

As majority of the elementary sites are funded to serve up to 83 students, YDSS will eliminate the waitlists at all of their elementary/K-8 sites. All students who need/want the access to programming will have the access.

YDSS operates summer programs in collaboration with district's Academic Department. Current summer programs operate from 8:00 a.m. to 2:30 p.m. for 5 weeks. With ELOP funds we will increase the number of programs as well as duration of the programs. YDSS will offer programs at community sites such as Boys and Girls Club, Phoenix Park Community Center and YMCA as well. Community sites will run programs for 30 days - nine hours each day.

Currently nine elementary schools and one middle school have no ASES or 21<sup>st</sup> Century funding. With ELO-P, programming will be offered to all unduplicated students at these sites. If there are slots left, then programming will be offered to other students.

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In order to develop one comprehensive and universal expanded learning program that addresses the needs of both elementary and middle school students, several components will be embedded into the development and management of programs included in the following paragraphs.

- Programs will be constructed and maintained to work in alignment to CDE expanded learning standards. Program management at site level will work with central office SCUSD district Specialists who will work to ensure measured connection to the 12 Quality Standards.
- All programs will have an intentional focus on highly engaging academic enrichment through both homework supports and disguised learning. Team leaders at the site level will use Common Core- specific strategies to support students in various subject areas during homework hour and will engage students through a variety of fun learning opportunities that will be centered on utilizing multiple learning modalities and offering various points of access for scholars of diverse backgrounds and abilities.
- All programs will have a focus on active learning and physical play through structured and organized games. COVID-19 has created a situation where students have become over-integrated into screen usage; ELOP programs will work to limit this screen time and reorient students towards team-based activities that encourage rigorous, high-energy output, relationship building and community building. YDSS will work closely with SCUSD Director of Sports to bring competitive sports to Expanded Learning hours.
- All programs will use data-driven decision making to make improvements and adjustments to programming throughout school year. These various forms of data will come in the form of walk-through assessments by site staff and central office specialists, parent feedback, administrative team on site feedback and student feedback. These various evaluation methods will aide in the goal of continuous program improvement and development.
- All programs will integrate culturally responsive, culturally empowering and anti-racist principles throughout the development and delivery of curricula and lesson planning. All program staff will be trained in social justice youth development principles and will implement those trainings through their program delivery and relationships with students throughout K-8.
- All programs will be guided by YDSS's comprehensive expanded learning handbook that requires that all program managers and team leaders review and become knowledgeable of the contents. The contents of the handbook

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include: application protocols, enrollment protocols, safety requirements, communication protocols, emergency protocols, food distribution protocols, field trip protocols, medical protocols, COVID-19 protocols, volunteer protocols and attendance protocols. All Expanded Learning protocols are aligned with district protocols.

### **Transitional Kindergarten and Kindergarten Programs**

**Serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?**

All program managers, team leaders, instructional aides, and support staff working with young children who are TK-K age will receive rigorous and ongoing training from their community-based organizations, internal SCUSD Youth Development Specialists, Child Development Specialists and SEL Training Specialists. Trainings from these various groups will be inclusive of, but not limited to, topics areas such as: child development theories, classroom management for TK-K, language dynamics for TK-K and English Language Learners, differentiated instruction strategies for common core with specific regard to Kinder age, positive behavior intervention strategies, culturally empowering and culturally responsive engagement and age appropriate physical activities that focus on fine motor skill development and overall health. At the beginning of the school year, these trainings will occur monthly with SCUSD. In addition, before each summer, Team Leaders and Program Managers receive comprehensive training to adapt to longer times of service. Lower pupil-to-staff ratios will be maintained through increased hiring practices in partnership with community-based organizations and higher education institutions that focus on the recruitment of young adults interested in the field of youth development. Contractual agreements will be made with community-based organizations to increase funding to allow for more hires to address the need for lower ratios in the classroom. The curriculum and activities will be developed in conjunction with multiple SCUSD departments such as Child Development, Multilingual Literacy, mathematics, physical education, social science and sciences. Curriculum Specialists in each of these fields will be able to

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offer out recommendations that address both CDE grade specific standards for TK and K learners in combination with most updated Common Core-specific standards for each grade level. In addition to these curriculum supports, community-based organizations have the opportunity to seek out other curriculum providers in the local or national community that focus on TK-K programming that is in alignment with SCUSD's principles.

To ensure the safety of younger students, YDSS will work with the school sites to serve TK and K students in their regular day classrooms. YDSS, Facilities, and Operations will assess the need for additional custodial services, which may result due to serving younger students in programming. The District will work with the provider agencies to hire TK and K staff with a minimum of six ECE (Early Childhood Education) units. YDSS will recruit from District's certificated and classified staff for extended hours so that we can maintain lower student-to-staff ratios.

**Sample Program Schedule**

**Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.**

Expanded Learning, in collaboration with District's Early Learning and Care department, will provide nine hours of programming each day. If the program is a late start, Expanded Learning will offer before school care and extended care once the regular day is over.

Here is an example:

8:00-8:30 a.m.	Greetings/Health Check/Arrival Activities
8:30-9:00 a.m.	Breakfast
9:00- 9:20 a.m.	Large Group Activity
9:20-10:20 a.m.	Small Group/Free Choice
10:20-11:20 a.m.	Outside or Indoor Gross Motor Activities



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11:20-11:50 a.m.	Lunch
11:50-12:50 p.m.	Nap/Rest/Quiet Activities Time
12:50-2:20 p.m.	Snack/Free Choice Activities
2:20-2:40 p.m.	Large Group Activity
2:40-2:55 p.m.	Departure or Transition to Extended Care
3:00-3:30 p.m.	Snack or Supper
3:30-4:00 p.m.	Arts Enrichment
4:00-4:30 p.m.	Free Play
4:30-4:50 p.m.	Read Aloud
4:50-5:00 p.m.	Departure

This schedule will vary from site to site depending on the times and structure of the regular day. In half-day kinder programs, Expanded Learning will provide care before and after the conclusion of regular day.

During summer, nine hours of summer programming will be provided from 7:30 a.m. – 4:30 p.m. or 8:00 to 5:00 p.m. All students will receive breakfast, lunch and supper.