



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.4

Meeting Date: May 4, 2017

Subject: Youth Development Expanded Learning Funding Update

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Youth Development Support Services (YDSS)

Recommendation: Advise Board of California Department of Education's (CDE) decision regarding 21st Century grant funds.

Background/Rationale: YDSS did not receive 21st Century funding. These specific grants expire June 30, 2017. This means the district is without funding to operate Before./After School and Summer Matters programs that serve approximately 1,000 students in five high schools; American Legion, CK McClatchy, Hiram Johnson, John F Kennedy and Sacramento Charter High. We are working with Sacramento Charter High directly on the impact of the funding loss.

We are also losing funding to serve 1028 students at 21 elementary schools during after school, as well as 317 students at 11 elementary schools before school.

Financial Considerations: YDSS Expanded Learning programs are looking at a \$3.3 million deficit due to not receiving 21st Century grant award.

LCAP Goal(s): College, Career and Life Ready Graduates; Clean, Healthy & Safe Learning Environment; and Family and Community Empowerment.

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minutes

Submitted by: Lisa Allen, Olga L. Simms, Stacey Ault [Bell]

Approved by: José L. Banda, Superintendent

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I. OVERVIEW / HISTORY

Background:

In 2002, Proposition 49 was passed, and developed the After School Enrichment and Safety (ASES) programs to serve elementary and middle school students. The 21st Century After School Safety and Enrichment for Teens (ASSETs) grants provide funding for high schools, and the 21st Century Community Learning Centers grant provide funding to supplement ASES and enhance opportunities for elementary and middle school students.

SCUSD's Youth Development Department has been running afterschool programs for over 15 years. In the early 2000's SCUSD was the fiscal agent for 19 afterschool programs. Of these 19 sites, we received funding for one high school, Burbank High. By 2007 six more high schools applied for the 21st Century ASSETs grant and were successfully awarded. In 2012 we almost tripled the Expanded Learning budget, and were able to serve many more students. At present SCUSD has 62 Expanded Learning programs, and serves approximately 14,000 students, Kindergarten through 12th grade. We provide open some programs at 7:30am to provide services before school, and serve families until 6pm. Whole Child, Whole Day, Whole Year!

Expanded Learning Programs:

Almost all Expanded Learning programs are run in partnership with community providers, both main providers who facilitate the day-to-day operations of Expanded Learning programs; and supplemental providers who deliver culturally relevant enrichment and leadership programming to students and families. In most instances the staff and partners working in Expanded Learning mirror the ethnical and linguistic backgrounds of our students. Many members of the Expanded Learning team grew up in SCUSD and lived in the communities within which they serve.

YDSS provides support in creating an environment conducive to the achievement of student academic and social-emotional success. The department coordinates and manages Expanded Learning programs; mentoring; alcohol, tobacco, and other drug prevention and intervention; service learning; character education; violence prevention; and youth voice and action programs. Expanded Learning funding is also leveraged to provide youth leadership programs, such as Student Advisory Council; Men's and Women's Leadership Academies; and American Indian Education Program student leadership programs.

The administration of the Expanded Learning programs is provided by designated district-level specialists who provide supervision, development, and support in the delivery of services to the staff and students participating in the Expanded Learning programs. YDSS staff provide monthly professional development for all Program Managers as well as regular meeting with

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Agency Directors. We also provide an infrastructure of support to Supplemental Providers, enabling community partners to have a safe, streamlined way of serving our student populations.

In addition to providing services during the school year we also serve approximately 4000 students during summer through Summer Matters @ SCUSD.

Social Justice Youth Development:

YDSS uses the Social Justice Youth Development (SJYD) Framework to inform the development and implementation of high quality programming for our students. This Framework provides our staff and partners with intentional guidance in the development of programs and supports that build the capacity of our participants to

- Understand and impact power and social dynamics
- Establish stronger sense of self-identity
- Promote positive systemic change
- Engage in collaborative and collective actions
- Mobilize youth culture towards positive end.

Through this framework, our programs and partner are better equipped to engage students in identifying and dealing with serious social problems that they are facing by empowering them to be active participants in bringing about positive change. The focus is on seeing youth as critical assets and agents of change that are capable of transforming their environment. The longer term outcome for this framework is to foster higher levels of civic engagement, advocacy and conscious citizenship among our youth.

In 2015 YDSS established priority focus areas to support the implementation of the district's strategic plan. These priority areas are as follows:

ENGAGEMENT

high risk/non-traditional/ underserved

Intentionally develop high quality, meaningful, and relevant opportunities that engage students, families, staff, and communities to provide information, support, and services to underserved groups.

EQUITY

restorative justice/equity vs equality

Maintain a laser-like focus on equity by providing education and awareness that promotes cultural humility and relevance in all approaches and services for youth.

EVALUATION

plan/implement/monitor/improve

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Intentional focus on capturing, analyzing and applying data to foster an evolved culture of data driven decision making that measures success, impact, and potential for growth.

SAFETY

violence prevention/healing/care

Adequately empower district staff and community partners to employ proactive measures that ensure physical, personal and emotional safety healing.

II. DRIVING GOVERNANCE

Expanded Learning is specifically aligned with LCAP goals: College, Career and Life Ready Graduates; Clean, Healthy & Safe Learning Environment; and Family and Community Empowerment. During expanded learning we have the opportunity to engage students in a structured but less restrictive environment. With a focus on disguised learning, students at every grade span participate in high quality, innovative and creative enrichment activities that strengthen their core academic skills, increase social emotional competencies and encourage physical activity.

III. BUDGET

Youth Development has a total budget of \$13,554,953. This includes \$713,191 allocated for Foster Youth Services. This leaves a balance of \$12,841,762 for Expanded Learning and other Youth Development programming.

The California Department of Education (CDE) did not approve Sacramento City Unified School District's application for approximately **\$3.3 million** in funding from the 21st Century grant.

This means the district is without funding to operate Before, After School and Summer Matters programs that serve approximately 1,000 students in five high schools; American Legion, CK McClatchy, Hiram Johnson, John F Kennedy and Sacramento Charter High. We are working with Sacramento Charter High directly on the impact of the funding loss.

We are also losing funding to serve 1028 students at 21 elementary schools during after school, as well as 317 students at 11 elementary schools before school. All elementary schools, except Caroline Wenzel, have ASES funding, which means they are funded to still serve 83 students during the after school space. Wenzel's sole source of funding is 21st Century, although they do have a small fee based program on campus.

The district has agreed to support 2017 Summer Matters @ SCUSD, meaning programming will continue this summer.

A complete list of sites and numbers of slots is included as Attachment A.

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IV. GOALS, OBJECTIVES, AND MEASURES

We continue to focus on the end goals of creating students that are college, career and life ready as well as preparing students to be agents of change within their own lives and their communities. Our secondary expanded learning programs utilize a service-learning model, in order to increase student's school connectedness, civic engagement and community responsibility. We also provide credit recovery and opportunities for students to take 7th period courses (for credit) with teachers on their campuses. Students are challenged to become problem solvers and critical thinkers, utilizing 21st century skills to discover solutions. Throughout all our programming while employing Science, Technology, Engineering, Art & Mathematics (STEAM), youth voice and action, and social emotional skill building.

YDSS continues to be intentional about closing the achievement gap and decreasing student drop-out rates. The programs target students that may have limited access to enriching learning experiences within their communities, as well as students that may need extra assistance, engagement and support. Youth Development continues to work closely with school staff, counselors, teachers, and principals to identify and target students that may have been marginalized in other settings.

V. MAJOR INITIATIVES

Expanded Learning programming includes the following programs:

Before School Programming:

SCUSD Youth Development Support Services recognizes the growing physical, intellectual, and social competence of the increasingly independent school-age child. Eager to achieve socially and academically while expanding their knowledge of the world, school-age children seek new challenges, close friendships, and increasing responsibilities.

Our programs offer engaging learning opportunities in a fun environment for maturing school-age children. This includes before-school expanded learning programs, designed specifically for elementary school age students, which provides them with age-appropriate activities in a safe and secure environment that allows children to be children.

Over 553 students are currently served in Before School programs. Approximately 317 slots are affected by funding reductions.

After School Programming:

SCUSD's Expanded Learning programs approximately serve 9235 individual students daily in grades K-12 in either after school or before school services across the district. Programs consist

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of 47 ASES programs (K-8), 27 21st Century Community Learning Centers programs (K-8), 11 before school programs (K-8) and 8 21st Century ASSETs programs (9-12).

The SCUSD Expanded Learning Programs involve collaboration among parents, youth, representatives from schools and governmental agencies, individuals from community-based organizations and the private sector. Programs are created through partnerships between schools and local community resources to provide students with safe, constructive opportunities for academic support and enrichment activities.

The SCUSD Expanded Learning Programming includes but not limited to:

- Linkages between school-day and after-school content, curriculum, and personnel
- High academic standards; college and career connections; linked learning
- Education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their academic achievement
- Mathematics and science education activities (STEM)
- Arts and music education activities
- Service Learning and community change activities
- Tutoring services
- Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement
- Attention to safety, health, physical activity and good nutrition; wellness
- Telecommunications and technology education programs
- Programs that promote parental engagement and family literacy
- Programs that provide assistance to students who may be truant or highly at-risk to allow the students to improve their academic achievement
- Prevention programs (risk reduction and health promotion), counseling programs and character education programs.
- Men's and Women's Leadership Academy
- Culturally Relevant Supplemental Providers:
 - Leadership for Black, Latinx, American Indian, South East Asian, Pacific Islander, Undocumented and Refugee Youth, and others;
 - Performing Arts including: dance, music, theatre, etc.;
 - Mentoring;
 - Gender specific programming;
 - LGBTQ support
- Student Leadership Conferences & College Exposure
- Evaluation of program progress and effectiveness

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VI. RESULTS

See attached

- SCUSD serves 9235 students daily –
 - Elementary - 5753
 - Middle - 928
 - High – 2554
- Before School programs - 553
- In addition, SCUSD enrolled approximately **3365** students during Summer 2016;
- Youth Development Expanded Learning programs served student populations very close to the ethnic breakdown of our school district. In fact, students of color are a higher proportion of those served; something that is an important part of creating equity. Populations currently served are as follows:
 - Asian 19%
 - Black 20%
 - Latinx 42%
 - White 9%
 - Two or more races 7%
 - Other 3%
 - English Language Learners 23%
 - Socio-Economically Disadvantaged 81%
 - Special Ed Students 12.8%
- In alignment with the California Department of Education After School Division's shift from a compliance only approach, Expanded Learning programs incorporate a comprehensive quality assurance strategy to ensure high quality programming. This strategy includes: hiring of quality staff, intentional professional development of staff, frequent site observations with written feedback and on site coaching;
- Primary program strengths, as identified through the department's quality assurance and assessment tool are: (1) youth are highly engaged in the program and develop an increased connectedness to school; and (2) participating students increased their community awareness and understanding of civic responsibility;
- Combining high expectations with highly engaging activities, Youth Development Support Services follows a positive discipline approach and commits to not kicking, or pushing, students out of programs. Professional development is provided in the area of restorative justice, classroom management and collaborative learning so students are benefiting from the complete summer experience.

VII. LESSONS LEARNED / NEXT STEPS

Lessons Learned:

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- Internal partnerships are essential to our success, including partnerships with the Academic Office; Student Multilingual Literacy department; Special Education; Behavior & Hearing Office; Attendance & Drop Out Prevention; Health and Student Support Services; Nutrition Services & Transportation Department;
- External partnerships are critical to the YDSS model. Even at our current rate of funding, existing funds do not provide the resources needed to deliver at the desired high quality while continuing in increase in student number. SCUSD Expanded learning partner agencies contribute extensive additional resources and staff time toward our programming. Without those contributions, we would not be the successful and evolving programing we are;
- Youth Development incorporates Whole Child, Whole Day, and Whole Year model. With a deepened focus on Social Emotional Learning, Social Justice Youth Development and Common Core, Expanded Learning programs are spaces where students can receive academic interventions, have opportunities to enhance leadership skills, develop youth voice and continue service learning projects;

Next steps:

- Work with CDE to increase likelihood of funding future 21st Century grants;
- Continue to seek outside funding for YDSS programming;
- Work with Board and District to identify funds to address funding deficit.