

# 2025-2028 EXPANDED LEARNING OPPORTUNITY PROGRAM PLAN



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

For additional information about the  
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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 Father and Families
- Expanding Possibilities Unlimited
- The HAWK Institute
- Leaders of Tomorrow
- New Hope Community Development Corporation
- NorCal School of the Arts
- Rose Family Creative Empowerment Center
- Sacramento Chinese Community Service Center (The Center)
- YMCA

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

- Abraham Lincoln
- Bret Harte
- Caleb Greenwood
- Camellia
- Caroline Wenzel
- Cesar E. Chavez Elementary
- Crocker/Riverside
- David Lubin
- Earl Warren
- Edward Kemble K-3
- Elder Creek
- Ethel I. Baker
- Ethel Philips
- Fr. Keith B. Kenny
- Golden Empire
- H.W. Harkness
- Hollywood Park
- Hubert Bancroft
- Isador Cohen
- James W. Marshall
- John Bidwell
- John Cabrillo

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- John D. Sloat
- Leataata Floyd
- Mark Twain
- Martin Luther King, Jr
- Matsuyama
- Nicholas
- O.W. Erlewine
- Oak Ridge
- Pacific
- Parkway
- Suy:u Elementary
- Phoebe A. Hearst
- Pony Express
- Sequoia
- Susan B. Anthony
- Sutterville
- Tahoe
- Theodore Judah
- Washington
- William Land
- Woodbine

K-8

- A.M. Winn Public Waldorf eK-8
- Alice Birney Public Waldorf eK-8
- Genevieve F. Didion
- John Still K-8
- Leonardo da Vinci
- Rosa Parks K-8

In addition to the above listed elementary/K-8 sites, ELOP funding is also being used in providing services at the following middle and high school sites.

Middle and High Schools:

- Albert Einstein Middle
- California Middle
- Fern Bacon Middle
- Miwok Middle
- Sam Brannan Middle
- Will C Wood Middle
- Capital City School
- School of Engineering and Sciences (7-12)

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- Umoja International Academy (7-12)
- American Legion Continuation High
- Arthur A. Benjamin Health Professions High
- C.K. McClatchy High
- Hiram Johnson High
- John F. Kennedy High
- Luther Burbank High
- Rosemont High
- West Campus High
- George Washington Carver High
- The Met Sacramento High

*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.*

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

Target Population	Number of Population
Free and Reduced-Price Meal	25,879
English Learners	7,177
Foster Youth	123
Homeless	815

*(Source: CALPADS UPC Source File K-12 23-24)*

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 41.8% Hispanic or Latino; 16.9% Asian; 12.7% African American; 16.4% white, 2.1% Pacific Islander; 1.3% Filipino, and .5% American Indian. About 7% of students are of two or more races or ethnicities. The district population includes 15.9% 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

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collaborates with 10 Expanded Learning providers to provide programs at 70 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. , The number of certificated staff at elementary/K-8 sites have increased tremendously. With Expanded Learning 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.

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### 1- Safe and Supportive Environment

**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 onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.**

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 2024-2025).

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.

Two YDSS Area Specialists have partnered with SCUSD's Culture and Climate department to ensure that they are receiving trainings in best practices to create a climate that is conducive to learning. These specialists then train the internal YDSS team 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 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.

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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 for grades 1 through 6, is offered at Boys and Girls Club Teichert Branch, which is within one mile from the school site. TK/K students attend program at Ethel I Baker. 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 from Phoenix Park Community Center.

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. As of March 2025, the District has started a program at Villa Jardin/Coral Gables Community Center for the students who live in Villa Jardin apartment complex. YDSS is contracting with a community based organization to run this program.

After school educators (program managers and team leaders) are required to complete monthly professional development with YDSS team. The YDSS team constructs a professional development calendar and distributes this calendar at the beginning of every school year inside of the employee handbook and through various email communications. On some occasions, YDSS has collaborated with larger expanded learning divisions like CDE or SCOE to host trainings. In instances where there is niche information needed, YDSS contracts with medial health professionals, safety specialists and other education officials to provide information that would be beneficial for the long term development of team leaders and program managers. One of the ongoing trainings presented every year is effective incident reporting.

For after-school educators, effective incident report writing involves being clear and concise, sticking to the facts without personal opinions, including all relevant details such as time, location, and the individuals involved, and ensuring the report is written as soon as possible after the incident to capture accurate information. Additionally, YDSS informs its staff about the importance of reviewing the report for completeness and accuracy before submission. YDSS also informs its team members to make sure to contact parents/guardians and principal immediately and complete your ELP incident form within 24 hours

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## 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.

*Visual and Performing Arts:* Hip-hop education provided by Studio T and Nor-Cal Theatre 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.

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

*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.

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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 Leaders of Tomorrow, two of the 15 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

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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. YDSS in collaboration with various expanded learning programs have decided to move towards supporting more supplemental providers to offer more distinct PBL coding services. Expanded Learning programs at 15 elementary and K-8 sites, have coding classes through various supplemental providers who are contracted through YDSS. Students learn equations behind coding and have the opportunity to code various projects. They apply what they learn into building various models exploring from the ideation stage into fruition.

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.

The list below describes some of the most recent organizations YDSS is partnering with to facilitate opportunities to explore STEAM, PBL and other skill building opportunities during expanded learning.

### *Coding for Kids*

Offers various coding opportunities for students to learn the mathematical concepts and programming skills necessary to bring various projects to life. Students explore projects like website development, e-game development and diverse product development.

### *Kodely*

This organization is bridging the gap between tech literacy, design thinking and real-world skills through the power of play and curiosity for the next generation of learners! This program emphasize group collaboration and collective action -Promotes systematic social change. UTK/K Prototyping in Play Gr 1-2 Coding with Empathy, Gr 3-5 Behind the Scenes of Game Design, Gr 6-8 From Idea to Mobile App.

### *NEXPLORE*

Nexplore's mission is to foster the Joy of Learning through enrichment opportunities so that each child may discover and explore a passion that drives him or her to excel. Nexplore is one of the largest enrichment providers in the Nation with over 30 STEAM, life skills and fitness solutions among them: Makers Club, Build A Bot, Science Wiz, Architecture, LegoRobotics, Coding.

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### *Science Alliance LLC*

The mission of this organization is to inspire and educate young minds through hands-on learning that they will never forget. Their programs strengthen science education through exciting discoveries in every program we offer. Through building, experimenting, entertainment, and more, our student scientists participate in programs that allow them to become familiar with concepts in a visual and interactive manner. Students learn useful skills they find helpful as they grow into young members of society and be a part of an experience that they will never forget!

### *Techedify*

At Techedify, their mission is to democratize access to advanced tech education, fostering an environment where all students, regardless of their socio-economic backgrounds, can harness the transformative power of technology to amplify their potential. This organization aims to bridge the digital divide by equipping students with user-friendly tech tools and knowledge that not only prepares them for the ever-evolving digital landscape but also empowers them to become agents of change within their communities. “Tech Odyssey Series”

### *DrumBus- Rhythms of Life*

This organization train expanded learning staff to facilitate group rhythm with drums and percussion. Each classroom pack per school includes a variety of 20 drums and 10 pieces of small percussion. Juggling Sticks is another program offered to support ELPs with a train to train model.

### *Street Soccer USA*

The program is delivered in mixed cohorts of 20-25 youth per school year-around in two 8 week seasons during the school year. Each team practices two times a week for an hour. The Skills (Show Up, Play with Heart, Look Up, Take the Space, Build Your Triangle, Praise Great Play, Play the Plan, Adjust the Plan) progress two skills at time from fundamental, to individual, to team, to strategic lessons that translate the learnings of sports to real life.

### *Calidanza Dance Company*

This program is designed to help students understand Mexican culture through dance and music, help develop healthy social skills, teamwork and social consciousness. The students perform on site at the end of each semester for their families and friends. This is a year-long program in which students learn dance, music, vocabulary and choreography around Mexican Folk Culture.

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

**Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.**

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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, 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.

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 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

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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.

In addition to youth voice programming, students are given the opportunity to share their voice via various evaluation instruments through the school year. For example, during the regular school students provide feedback for mid-year reviews (a process where YDSS specialist assess community based organizations performance within school sites) as well end of year experience surveys that are launched in the May and June months. After the conclusion of summer programming, students are asked again through various methods to share their experiences while enrolled within Summer Matters programming.

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 (4-12). Students are given pre-and-post surveys, and also have community circles to determine what they like and don't like about program. 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. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.**

In August 2017, SCUSD Board of Education adopted an updated 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, a safe and healthy school environment, and student, parent/guardian and community involvement. Expanded Learning 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.

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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 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, Calidanza, Balley Folklorico and Sami Circuit. 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.

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SCUSD's Director of Athletics and coordinator of elementary and middle school sports in collaboration with YDSS established a seamless connection between organized sports leagues and expanded learning programming by strategically integrating athletic opportunities into the district's afterschool and summer offerings. This alignment ensured that students experienced consistent, high-quality physical development and team-based learning across all seasons.

To begin, the Athletics department collaborated with Expanded Learning site coordinators and youth development providers to embed structured sports leagues—such as soccer, basketball, and flag football—into afterschool and summer program schedules. These leagues were designed not only to promote physical fitness but also to reinforce social-emotional skills such as teamwork, leadership, perseverance, and conflict resolution.

Professional development was provided to both athletic coaches and expanded learning staff, ensuring alignment in positive youth development practices and the California Quality Standards for Expanded Learning. Coaches were trained to serve as mentors and role models, and to create inclusive environments that supported students of all skill levels.

During the summer programming, the Athletics department expands the reach of athletics through district-wide sports camps that were integrated into summer learning programs for middle school students. These camps blended academic enrichment in the mornings with athletic training and competition in the afternoons, supporting the whole-child approach to learning and engagement.

Furthermore, families are engaged through regular communication, program showcases, and family sports events, which strengthened home-school connections and celebrated student achievement in athletics. This approach helps maintain high student participation rates and supported transitions between academic instruction and physical activity in a meaningful, developmentally appropriate way.

The SCUSD Central Kitchen prepares and provides all snacks and supper to the Expanded Learning 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 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.

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## **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 include how the ELO-P will provide access 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. 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. Program providers send letters home with students during Spring semester 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. YDSS staff collaborate with Homeless and Foster Youth Services Departments' Case Managers to enable proactive registration of homeless and 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 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.

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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 and Health Services 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 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.

Recently, YDSS has collaborated with the SCUSD homeless services department and Transportation Services departments to provide safe transport for students throughout the school year and summer programs. These relationships make it possible for students to have established pick up and drop off routes regardless of their housing situation. YDSS is collaborating with Homeless Services to provide bus passes to homeless families enrolled in Expanded Learning programs that they can bring their students to the sites.

In addition, recent collaborations with the International Rescue Committee in collaboration with UN partners also established a relationship with local high school and middle school students who are recent refugees to the U.S. These important partnerships have created opportunities for students to engage in various expanded learning projects before and after school that allow them to build community and address needs for healing trauma. Some of these partnerships have led to the development of various projects that were developed by youth that proposed changes on how to interact and support recent refugee students and families.

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Lastly, intentional collaboration with the SCUSD connect center has developed a system of wrap around supports for students who identify as LGBTQIA+. This important partnership has offered crisis intervention, counseling supports and community engagement for families that need more information, training or advocacy for various education issues. The SCUSD connect center has also trained expanded learning professionals and team leaders on how to create safe spaces on campus to prevent issues of bullying and violence that targets this community.

### 7-Quality Staff

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

**Minimum Staff Qualifications – What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios.**

**Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21<sup>st</sup> CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non-school days.**

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.

Applicants' 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 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's instructional aide test. All agency staff are required to submit their fingerprints to the district and fulfill COVID safety requirements.

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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 hourly rate set by the District. 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 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).

In the past, YDSS has hosted 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

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access for special needs populations, including LGBT; and strengthening collaborative partnerships.

All staff participating in SCUSD's summer program, Summer Matters, receive 32 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**

#### **Explain 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 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

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homework and tutoring time. Studies have shown that actual time compared to reported time spent on homework has been linked to higher academic outcomes. The Expanded Learning 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.

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 nine hours of summer programming at 25 to 30 elementary/K8 sites. All elementary/K8 sites follow a morning and afternoon schedule with Academic Assistance in math and literacy and enrichments being provided in the afternoon. At middle and high schools, students participate in sports camps, academic enrichments, Bridge programming and Credit Recovery at high schools.

Summer Credit Recovery Programs: During the summer program in collaboration with SCUSD Credentialed teachers, students work on coursework in a computer lab setting and have the assistance of teachers who are on-site.

In order to meet students' specific needs, teachers carefully review transcripts and create individualized learning plans (ILP's) for each student. Students are then enrolled in online classes where they are expected to work at a pace that is accelerated relative to the course completion rate of the district's comprehensive high schools. The online courses are hosted by an outside vendor who delivers courses that are California state standards aligned while using highly-qualified, California credentialed teachers. The online program utilizes a variety of teaching methods and styles that appeal to a broad spectrum of learning styles and language barriers that many credit recovery students have faced. All summer programs operate at the school sites and students receive all services in-person.

### Summer Site Designed Academic Program:

A Site Designed Academic Program is a summer learning program proposed & implemented by sites & site leaders or sites in collaboration with central office departments. These specialty programs focus on a student population(s) (i.e., grade level, groups) and/or identified academic focus area(s) based on site data. Site Designed Academic Programs are inclusive of the following programs below:

- Bridge/Transition Programs
- Enrichment Programs
- Academic Intervention (i.e., ELA, ELD, math, science)

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- Language Immersion Programs
- Gardening Projects
- Other academic/enrichment opportunities

Family and Community Empowerment/Engagement: Parents are surveyed as part of the Expanded Learning 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 choose 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 how students and families were involved in the creation of the program plan and how they are engaged throughout the year.**

**Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.**

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

Students and families in SCUSD were actively involved in the creation of the expanded learning program plan through a series of structured engagement opportunities designed to gather diverse perspectives and foster shared ownership. The district held community listening sessions at school sites and community centers, where families and students shared their priorities, cultural values, and experiences related to afterschool and summer programming. Surveys were also distributed in multiple languages to ensure accessibility and to capture input on program interests, preferred schedules, and support needs.

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In addition to these broader outreach efforts, student and family representatives participated on advisory committees that met regularly throughout the planning process. These committees helped co-develop goals, review proposed activities, and provide feedback on how the program could support academic growth, socio-emotional wellness, and enrichment opportunities.

Throughout the year, families and students remained engaged through quarterly feedback meetings, program showcases, and ongoing surveys. Program leaders also maintained open lines of communication through family liaisons and school staff to ensure that the programming remained responsive and relevant. This continuous cycle of engagement allowed the district to make real-time adjustments to the expanded learning offerings and sustain a strong partnership with the community.

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 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 50 qualified CBOs (main and supplemental) that have the capacity to run high quality programs and provide supplemental services.

### **Partners include:**

Currently, SCUSD has 13 primary contracted providers serving at 70 TK- 12 Expanded Learning sites. They include Boys and Girls Club of Greater Sacramento, Center for Father and Families,

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Edventure More, Expanding Possibilities Unlimited, The HAWK Institute, Leaders of Tomorrow, New Hope Community Development Corporation, NorCal School of the Arts, Rose Family Creative Empowerment Center, Sacramento Chinese Community Service Center (The Center), Work Ed, Champions and YMCA of Superior California

**Edventure More:** Founded in 2004, EDMO is a national award-winning 501(c)(3) education nonprofit on a mission to close the opportunity gap by providing transformative STEAM and SEL experiences beyond the classroom. Through accessible, high-quality programs, we equip diverse learners to overcome systemic barriers and become curious, courageous, and kind leaders. Our unique integration of STEAM and Social Emotional Learning (SEL) through all elements of our programs allows both kids and staff to learn about themselves as they learn about the world around them. Edmo envisions a world where people of all backgrounds have access to high-quality education, the skills to build healthy relationships, and opportunities to pursue fulfilling lives.

**The HAWK institute:** The HAWK Institute (Higher Attainment Through Wisdom and Knowledge) is a nonprofit educational system comprised of three programs; Bridge to the Future, Career Advancement Academy and the Center for Urban Entrepreneurship. Founded and led by successful Black men, HAWK was created to foster a positive agenda for change to increase the educational, economic and personal attainment of African American youth and young adults. The mission of The HAWK Institute is to ensure that young African American men and women master the knowledge, skills, and competencies to be successful in an increasingly global and multicultural world.

**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 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

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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 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) of Greater Sacramento:** 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.

**Leaders of Tomorrow (LOT):** was founded in 2017 in hopes of increasing the quality of afterschool care. We realize that the increased rates of working adults and adults pursuing their own educational goals has increased over the years, which has created a greater need for afterschool care. Our program makes it a priority to meet this necessity in a safe environment where students are motivated to be creative while learning, increase promotional readiness, and participate in innovative activities. Our programs are centered around literacy, healthy lifestyles & behaviors, college & career readiness, and family & community engagement. Leaders of Tomorrow After-School Program serves Sacramento and Surrounding Areas and is also a proud member of the National Afterschool Association.

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**NorCal School of the Arts:** Northern California School of the Arts provides holistic, individualized, and professional theater arts training programs, supporting young artists from diverse communities to create, express, and participate in theater arts educational opportunities. Through arts engagement, students are empowered to embrace social-emotional learning strategies and advocacy while creating a positive mindset towards themselves and their community.

**YMCA of Superior California:** The YMCA of Superior California was formed as a result of the merger of the Yolo County, Yuba-Sutter, Oroville and Greater Sacramento YMCAs and now encompasses five service areas - Sacramento, Yolo, Oroville, Gold Country, and Fair Oaks; each volunteer-led, and each a powerful advocate for the needs of children, families and individuals in their communities. YMCA is the continuation of a 150 year legacy of providing values-based programs for youth, teens, adults and seniors at YMCA facilities and program sites throughout the region. And, while their programs are based on the unique needs and interests of the communities in which they reside, each of their 'Y's has one thing in common: our people. The volunteers, staff, members and donors of the Y are all united by a deep commitment to strengthening community and ensuring that everyone - regardless of age, income, or background - has the opportunity to reach their fullest potential. Because, they believe that opportunity shouldn't be a privilege.

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 described below:

916 Ink	916 Ink is Sacramento's arts-based creative writing nonprofit that provides workshops for Sacramento area youth, grades 3-12, in order to transform them into confident writers and published authors. Their workshops increase literacy skills, improve vocabulary, teach empathy, positively impact social and emotional learning, and expand communication skills.
All N Together	"All N Together empower girls through youth advocacy, education, mentorship, support & community engagement, while building their confidence & leadership skills to create a brighter & promising future for themselves & our communities."
All Things Pretty Inc.	All Things Pretty Inc. empowers and builds self-esteem for young girls & women by creating a stable, safe and supportive community through mentorship

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Architects of Hope	AOH programs are designed to empower students to become civic leaders in their homes, schools, and communities. They work with a select group of student leaders to ensure that they are on track academically, developing meaningful and healthy relationships with their peers, positively impacting their local community, and taking an active role in the trajectory of their lives. In order to achieve this goal, students meet with a mentor twice a month, take part in community engagement campaigns, and attend various field trips that strengthen leadership skills and inspire them to succeed in school and life. By the time students graduate high school, they are prepared for the academic rigor of college, and have strengthened their social-emotional skills to be ready for challenges that come along with it
ARDE	ARDE uses an interdisciplinary approach to teach young learners the fundamentals of architecture & engineering, creative & performing arts, sports, and other types of enrichment activities. The classes are taught by top teaching professional. ARDE works closely with its instructors and after-school administrators to provide enrichment activities necessary to give children a well-rounded education.
Ball Out Academy	Ball Out Academy in using the power of basketball to help students of all ages and backgrounds discover their strengths and take positive steps forward in achieving their goals
Bloom Leadership	Bloom Leadership services include: <ul style="list-style-type: none"> <li>• address students' academic and social emotional needs,</li> <li>• increase access and exposure to college and universities,</li> <li>• increase family engagement opportunities, and</li> <li>• provide community service opportunities to all students enrolled in their program, with targeted outreach to address specific needs of Native Hawaiian &amp; Other Pacific Islander (NHOPI) students and families.</li> <li>• Leadership development.</li> <li>• support positive decision making.</li> </ul>
Bond Driving School	Bond Driving School is the oldest and largest driving school in Northern California. They've been around since 1962 and helped many thousands of adults and teenagers get their driver's licenses and go on to become safe, courteous and successful drivers. According to Bond Driving School, "It warms our hearts when people tell us their family has three generations of drivers trained by Bond".
Calidanza Dance Company	Calidanza was founded in March 2013 by Steven Valencia with a bold mission: to bring innovative Mexican arts programming to the Sacramento region. As an organization, we aim to promote artistic excellence in both Mexican folk and contemporary dance while ensuring accessibility for audiences and participants of all ages and backgrounds. They believe in the

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	power of dance to create connections within communities, educate new generations of artists, and foster cultural understanding through the sharing of Mexican artistic traditions. From professional performances to educational initiatives, Calidanza plays a vital role in enriching the cultural landscape of California.
Champs for Life	Sports & Games, Speech & Debate Drills and Skills, & Drug & Alcohol Prevention & Leadership (Goal setting, relationship skills, life goals, etc.)
Coding with Kids	Coding with Kids has trained over 55,000 children, including partnering with Amazon's Future Engineer program to bring their world-class curriculum to kids from underrepresented populations. It has been featured on NBC's Today Show and is recognized as the nation's leading training program teaching kids to code. Now Coding with Kids is on a mission to bring the highest quality coding education to children no matter where they are on the planet. Every child deserves an opportunity to learn this fun and lucrative skill that gives access to quality employment without having to migrate. Coding with Kids unleashes the creativity and capacity that is lying latent within children in communities around the world, who will create the next great solutions from which we will all benefit.
Department of Sound	<p>To provide opportunities for youth through music by creating and supporting technology-enabled educational resources. Overall Goals include:</p> <ul style="list-style-type: none"> <li>- students to derive benefits through music and podcast education using their curriculum, pedagogy and technology.</li> </ul> <p>Their Primary Focus is Arts: Performing, Music, Digital Media, etc; Cultural Identity and Relevance; and Student Leadership, Voice, and Activity.</p>
Dream Enrichment Classes	For over ten years, Dream Enrichment Classes has worked hard to provide high-quality, and engaging enrichment activities. While "STEAM" is a relatively new buzz-word, we can easily see why it's gained so much popularity over the last few years. An emphasis on STEAM related activities, means that they want children to have access to inquiry-based education; the type of learning that can help these children imagine themselves working in fields like Science, Technology, Engineering, Art and Math. Dream Enrichment Classes has been pushing hard for STEAM education, long before it became a hip buzz-word. For over ten years, they've been at the forefront of supplemental education in the greater Sacramento area. Whether a child has a budding interest in engineering, an obsession with drawing, or is just starting their journey toward finding their passion, Dream Enrichment has a class for that.

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DrumBus - Rythms of Life	Group Drumming for afterschool enrichment in Sacramento - Train-the-trainer. DrumBus hope to secure direct service facilitation as well. They train afterschool staff to facilitate group rhythm with drums and percussion. One classroom pack per school includes a variety of 20 drums and 10 pieces of small percussion. Drums last decades. Juggling Sticks is another program offered to support ASP with a train to trainer model.
First Tee Golfing	With over 35 years of history, this youth development organization has positively impacted the lives of countless young people in the Sacramento area. The most significant impact with youth in their programs is not the aforementioned success stories, but the learning and living of core values (Honesty, Respect, Courtesy, Judgment, Perseverance, Confidence, Sportsmanship, Responsibility, and Integrity) and healthy habits of (Energy, Play, Safety, Vision, Mind, Family, Friends, School, and Community). First Tee — Greater Sacramento, looks forward to continuing to serve the young people of our community for many years to come.
Food Literacy	Food Literacy provides 8 weekly 45-minute food literacy lessons to afterschool classes to reach 60-100 students per school. Food Literacy Center provides instructors to teach the lessons, materials, and tools for each student and produce for students. Their mission is to inspire kids to eat their vegetables. They teach children in low-income elementary schools cooking, nutrition, gardening, and active play to improve their health and environment.
Girls on the Run	Girls on the Run inspires individuals of all abilities to discover, build, and grow their self-confidence. Together, they experience a sense of belonging and connection as a team. Volunteer coaches facilitate lessons that blend physical activity with life skill development, including managing emotions, fostering friendships, and expressing empathy. At the end of the season, the team completes a Community Impact Project and a 5K together, which provides a tangible sense of accomplishment and sets a confident mindset into motion.
Hands Up Mitt & Fitness Training Program	The Hands Up Mitt and Fitness Training Mentorship Programs offers a comprehensive approach to promoting health, fitness and mentorship, specifically tailored to meet the needs of the district's youth population, along with their mental health and self-esteem. To strive to provide the highest quality fitness experience through providing three key elements: confidence, conditioning and consistency.

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Hike and Hit Wellness Program	Combining <i>expert coaching, essential resources, and access to equipment</i> , they focus on the three pillars of wellness: nutrition, mental health, and fitness.
Just Us United	Provide STEM activities and lessons with a sports focus along with nutrition and classes
KidsSportz USA	KidSportz USA offers after-school sports programs, camps and events for kids from Kindergarten to 5th grade. They offer sports training, recreation, exercise in activities such as martial arts, soccer, baseball, basketball, hockey, gymnastics, tumbling, stunt and parkour.
KMC ARCHERY LLC	Their mission is to help people discover their potential through the experiences they offer, and their vision is to create a community of empowered individuals who are passionate about archery.
Kodley	Kodley is bridging the gap between tech literacy, design thinking and real-world skills through the power of play and curiosity for the next generation of learners! Their programs emphasize group collaboration and collective action -Promotes systematic social change. UTK/K Prototyping in Play Gr 1-2 Coding with Empathy Gr 3-5 Behind the Scenes of Game Design Gr 6-8 From Idea to Mobile App
Mad Science	Science based programming with focus areas in K-8 services
Music Science Group	Introduce underserved youth to science, technology, engineering, art, mathematics (STEAM) in a creative learning environment using music
NEXPLORE	Nexplore's mission is to foster the Joy of Learning through enrichment opportunities so that each child may discover and explore a passion that drives him or her to excel. Nexplore is one of the largest enrichment providers in the Nation with over 30 STEAM, life skills and fitness solutions among them: Makers Club, Build A Bot, Science Wiz, Architecture, LegoRobotics, Coding, Magic, Fashion, Capoeira, and Zumba Kids
Sac Connect	SAC Connect provides programming and services to increase access to mental health opportunities, programs, and education to at-risk communities within SCUSD. Students will receive social and emotional psychoeducational supports and education and gain skills in areas around coping, identity development, social awareness, and any additional needs

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	presented by the class. Although, programming is great for all populations of student body, emphasis is on females.
Sacramento Urban Debate League	Policy debate incorporates positive youth development by teaching about the topic and building public speaking, research and analytic skills. Policy debate addresses forces that oppress young people in the context of an annual debate topic. Students are placed in different teams and compete against other high schools. Students achieve competence in the topic area, strengthen academic research skills, learn to think critically in the context of civil discourse, develop partner and team collaboration skills, enhance public speaking, participate in competition.
Sami Circuit	Sami's Circuit is more than just a social-emotional learning (SEL) program—it's an interactive experience designed to help K-6 students thrive both mentally and physically. Through our easy-to-use web portal, subscribers access a featured video each week, tailored to two grade groups (TK-3 and 4-6). Each video contains a 10-minute motivational exercise portion and a 2-minute cool down to promote healthy habits and strengthen the mind-body connection. With a focus on fostering self-confidence and positive thinking, this program helps students grow both mentally and physically.
Science Alliance LLC	Their mission is to inspire and educate young minds through hands-on learning. Science Alliance strengthens science education through exciting discoveries in every program they offer. Through building, experimenting, entertainment, and more, Students participate in programs that allow them to become familiar with concepts in a visual and interactive manner. Students, above all, HAVE FUN in learning.
SCOE - Healthy HearTS	a collaborative team for each school site is established that includes an artist in residence, a community mentor, and coordinated mental health supports. This team participates in virtual training and deliver a suite of virtual services to students with surfacing social-emotional issues from identified school sites. These students could be students falling into high-risk categories such as foster or homelessness, have recently experienced trauma, have a history of chronic absenteeism, or high rates of discipline interactions in previous school years.
SistaBees	SistaBees is an organization dedicated to providing safe, inclusive spaces for young women and females of color to connect, learn and celebrate the power of women and sisterhood. Their programs are designed to uplift, educate and inspire youth through enrichment programs, events, healing circles and other experiential learning opportunities.

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Square Root Academy	<p>Square Root Academy is a S.T.E.A.M. (Science, Technology, Engineering, Arts and Mathematics) based non-profit organization dedicated to educating underrepresented youth on the fundamentals of S.T.E.A.M. while emphasizing collaborative learning, innovation, and academic excellence.</p> <p>This goal is executed under their key pillars: Community involvement, project based learning, and professional S.T.E.A.M. exposure. This organization exposes Academy scholars to the growing field of S.T.E.A.M, while promoting creativity, leadership, and academic excellence.</p>
Street Soccer USA	<p>The program is delivered in mixed cohorts of 20-25 youth per school year-around in two 8 week seasons during the school year. Each team practices two times a week for an hour. The Skills (Show Up, Play with Heart, Look Up, Take the Space, Build Your Triangle, Praise Great Play, Play the Plan, Adjust the Plan) progress two skills at time from fundamental, to individual, to team, to strategic lessons that translate the learnings of sports to real life.</p>
Studio T	<p>Students learn to express themselves artistically by learning different styles of dance, urban and traditional art, and creating visual art; students learn about the history of art culture; at the end of the program students perform their dance routine(s); The students learn dance as well as discipline, respect, hard work, and commitment. Studio T also help youth develop creative expression which assists in dealing with trauma and stresses that accompany difficult social and economic environments.</p>
Techedify	<p>At Techedify, their mission is to democratize access to advanced tech education, fostering an environment where all students, regardless of their socio-economic backgrounds, can harness the transformative power of technology to amplify their potential. They aim to bridge the digital divide by equipping students with user-friendly tech tools and knowledge that not only prepares them for the ever-evolving digital landscape but also empowers them to become agents of change within their communities.</p>
Terrence Gladney	Men's and Women's Leadership Program Facilitator

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 director 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.

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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 collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness.**

SCUSD expanded learning teams systematically collected and utilized student social, behavioral, and skill development data as part of a continuous quality improvement (CQI) process rooted in the California Quality Standards for Expanded Learning Programs. The teams implemented a variety of assessment tools, including student self-assessments, educator observations, and behavior tracking logs, to monitor growth in key social-emotional competencies such as self-control, social skills, perseverance, conflict resolution, academic mindset, and school connectedness.

Data collection was embedded into program routines and aligned with identified outcomes from the California standards, such as creating a safe and supportive environment and promoting active and engaged learning. Program staff participated in regular reflection meetings to analyze data trends, identify strengths, and uncover areas needing targeted support. These sessions encouraged collaborative reflection among site coordinators, youth development leaders, and district support staff, using the data to inform professional development priorities and adjustments to program design.

For example, when data indicated a need for stronger conflict resolution skills among upper-grade students, teams implemented targeted SEL activities and restorative practices workshops. In another instance, student self-reports showed lower levels of school connectedness at a particular site, prompting the introduction of student-led clubs and community-building events to foster a greater sense of belonging.

Family feedback and student voice were also integrated into data analysis to ensure that outcomes reflected the lived experiences of participants. Through this data-informed approach, SCUSD expanded learning teams were intentional in managing programs that were equitable, student-centered, and responsive to the developmental needs of the whole child.

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

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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 strengths and challenges 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.

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

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Social Emotional Learning	Percent of Students with 0 Suspension Incidents
In order to evaluate the fidelity of the program, we will collect data from program observations, survey teachers, and 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.	

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

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 YDSS Office Assistant 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 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.

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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 15 to 18 Expanded Learning programs (including middle and 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.

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 asked to 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

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online application which describes services being offered, proposed budget, and evaluation strategies and schedule. Currently 30+ CBO Supplemental Providers, overseen by Program Managers, offer 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 TK-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 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.

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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.

**Budget:** Below is the estimated budget. Adjustments will be made according to the needs. In addition, this budget is based on the 2024-25 school year allocation. Changes will be made according to the actual allocation for the future years.

**Salaries** = \$1,104,568.00 (YDSS staff and Athletics Coordinator)  
**Summer** = \$7,000,000.00 (includes admin, certificated and classified per diems)  
**Sports/Athletics** = \$500,000.00  
**Certificated Per Diems for the School Year** = \$3,500,000.00  
**Classified Per Diems** = \$150,000.00  
**Field Trips** = \$150,000.00  
**Student per Diems** = \$600,000.00  
**Misc. (custodial supplies, instructional supplies, workshops/family nights, conferences/Travel)** = \$525,000.00  
**Expanded Learning School Year Contracts** = \$4,000,000.00  
**Supplemental Contracts (music, arts, dance, leadership)** = \$2,000,000.00  
**Indirect** = \$517,574.00  
**Total** = 20,050,000.00 (rounded)

### General Questions

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

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**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 70 Expanded Learning programs (including three independent charter sites). (50) elementary and K-8 sites are funded through the ASES grant; eleven high schools receive 21<sup>st</sup> Century ASSETs grant funds. In addition, (3) 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. Nine elementary programs are being run by ELOP funding alone. Two programs are run at community sites: Phoenix Park Community Center and Boys and Club. During summer, programs operate at school sites and at community sites which includes Phoenix Park, Boys and Girls Club, and YMCA.

Sacramento City Unified School District (SCUSD) has proactively utilized Expanded Learning Opportunities Program (ELO-P) funds to enhance access to Transitional Kindergarten (TK) expanded learning programs, aligning with California Department of Education's Expanded Learning Quality Standards. These efforts have been instrumental in supporting working families and fostering the holistic development of young learners.

SCUSD extended the traditional 3-hour and 20-minute TK instructional day by integrating ELO-P-funded expanded learning opportunities. This initiative ensured that TK students receive a minimum of six hours of combined instructional and enrichment activities daily, providing comprehensive care and learning opportunities for families needing full-day support.

Recognizing the growing demand for early childhood education, SCUSD expanded its TK program to 45 locations for the 2025–2026 school year. This expansion increased accessibility for families across the district, allowing more children to benefit from early learning experiences.

The district emphasized enrichment programs for TK and Kindergarten students, focusing on activities that promote social-emotional learning, creativity, and a love for learning. These programs aimed to help young students develop a positive association with school and learning from an early age.

SCUSD's expanded learning programs were designed to align with the California Expanded Learning Quality Standards, ensuring that programs were safe, supportive, active, and engaging. This alignment guaranteed that the programs met high-quality benchmarks and addressed the comprehensive needs of TK students.

The district engaged families and community stakeholders in the planning and implementation of expanded learning programs. Through surveys, listening sessions, and advisory committees,

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SCUSD gathered input to tailor programs that met the specific needs and preferences of the community.

SCUSD prioritized access to expanded learning programs for underserved populations, including low-income students, English learners, foster youth, and homeless students. By doing so, the district ensured equity in educational opportunities and support services.

A List of all TK expanded learning sites for 25-26 school year are provided below:

A.M. Winn Public Waldorf eK-8 3351 Explorer Dr. Sacramento, CA 95827	Elder Creek 7934 Lemon Hill Ave. Sacramento, CA 95824	Isador Cohen 9025 Salmon Falls Dr. Sacramento, CA 95826	Martin Luther King Jr. 4810 Little River Way Sacramento, CA 95831	Sequoia 3333 Rosemont Dr. Sacramento, CA 95826
Alice Birney Public Waldorf eK-8 6251 13th St. Sacramento, CA 95831	Ethel I. Baker 5717 Laurine Wy Sacramento, CA 95824	James Marshall 9525 Goethe Rd. Sacramento, CA 95827	Matsuyama 7680 Windbridge Dr. Sacramento, CA 95831	Susan B. Anthony 7864 Detroit Blvd. Sacramento, CA 95832
Bret Harte 2751 9th Ave. Sacramento, CA 95818	Ethel Phillips 2930 21st Ave. Sacramento, CA 95820	John Bidwell 1730 65th Ave. Sacramento, CA 95822	New Joseph Bonnheim 7300 Marin Ave. Sacramento, CA 95820	Sutterville 4967 Monterey Way Sacramento, CA 95822
Caleb Greenwood 5457 Carlson Dr. Sacramento, CA 95819	Fr. Keith B. Kenny 3525 Martin L. King Blvd. Sacramento, CA 95817	John Cabrillo 1141 Seamas Ave. Sacramento, CA 95822	Nicholas 5100 Wl Paraiso Ave. Sacramento, CA 95824	Suyru 6032 36th Ave. Sacramento, CA 95824
Camellia Basic 6600 Cougar Dr. Sacramento, CA 95828	Genevieve Didion 6490 Harmon Dr. Sacramento, CA 95831	John Sloat 7525 Candlewood Way Sacramento, CA 95822	O. W. Erlewine 2441 Stansberry Way Sacramento, CA 95826	Tahoe 3110 60th St. Sacramento, CA 95820
Carolina Wenzel 6870 Greenhaven Dr. Sacramento, CA 95831	Golden Empire 9045 Canberra Dr. Sacramento, CA 95826	John Still 2200 John Still Dr. Sacramento, CA 95832	Oak Ridge 4501 Martin L. King Blvd. Sacramento, CA 95820	Theodore Judah 3919 McKinley Blvd. Sacramento, CA 95819
David Lubin 3535 M St. Sacramento, CA 95816	H.W. Harkness 2147 54th Ave. Sacramento, CA 95822	Leataata Floyd 401 McClatchy Way Sacramento, CA 95818	Pacific 6201 41st St. Sacramento, CA 95824	Washington 520 18th St. Sacramento, CA 95811
Earl Warren 5420 Lowell St. Sacramento, CA 95820	Hollywood Park 4915 Harte Way Sacramento, CA 95822	Leonardo da Vinci 4701 Joaquin Way Sacramento, CA 95822	Parkway 4720 Forest Pkway. Sacramento, CA 95823	William Land 2120 12th St. Sacramento, CA 95818
Edward Kemble 7495 29th St. Sacramento, CA 95822	Hubert Bancroft 2929 Belmar St. Sacramento, CA 95826	Mark Twain 4914 58th St. Sacramento, CA 95820	Pony Express 12510 56th Ave. Sacramento, CA 95831	Woodbine 2500 52nd Ave. Sacramento, CA 95822

As majority of the elementary sites are funded to serve up to 83 students through ASES grant, YDSS try to eliminate the waitlists at all of their elementary/K-8 sites. All students who need/want the access to programming usually 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 have increased 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 we are serving 16,000+ students in all of our expanded learning programs.

Currently nine elementary schools and one middle school have no ASES or 21<sup>st</sup> Century funding. With ELO-P, programming has been offered to all unduplicated students at these sites. If there are slots left, then programming is 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 are embedded into the development and management of programs included in the following paragraphs.

- Programs is constructed and maintained to work in alignment to CDE expanded learning standards. Program management at site level works with central office SCUSD district Specialists who will work to ensure measured connection to the 12 Quality Standards.
- All programs have an intentional focus on highly engaging academic enrichment through both homework supports and disguised learning. Team leaders at the site level use Common Core- specific strategies to support students in various subject areas during homework hour and engage students through a variety of fun learning opportunities that are centered on utilizing multiple learning modalities and offering various points of access for scholars of diverse backgrounds and abilities.
- All programs focus on active learning and physical play through structured and organized games. ELOP programs work to limit screen time and reorient students towards team-based activities that encourage rigorous, high-energy output, relationship building and community building. Elementary and middle school athletics coordinator works closely with SCUSD Director of Sports and YDSS to bring competitive sports to elementary and middle school students during Expanded Learning hours.
- All programs use data-driven decision making to make improvements and adjustments to programming throughout school year. These various forms of data comes 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 aide in the goal of continuous program improvement and development.
- All programs integrate culturally responsive, culturally empowering and anti-racist principles throughout the development and delivery of curricula and lesson planning. All program staff are trained in social justice youth development principles and implement those trainings through their program delivery and relationships with students throughout K-8.
- All programs are 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 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.
- [Click here to link to the YDSS Expanded Learning Program Manual](#)

### **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**

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Program Plan

**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 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 are 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 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 are 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 are 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 are 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 are able to 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 works with the school sites to serve TK and K students in their regular day classrooms. YDSS, Facilities, and Operations assess the need for additional custodial services, which may result due to serving younger students in programming. The District works with the provider agencies to hire TK and K staff with a minimum of six ECE (Early Childhood Education) units. YDSS recruits 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.**

SCUSD Expanded Learning Opportunities Program  
Program Plan

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 offers 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
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 varies from site to site depending on the times and structure of the regular day. In half-day kinder programs, Expanded Learning provides care before and after the conclusion of regular day.

During summer, nine hours of summer programming is provided from 8:00 a.m. – 5:00 p.m. All students receives breakfast, lunch and supper.