



SCUSD Expanded Learning Opportunities Program  
Program Plan

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

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**Community Based Organizations (CBO):**

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

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

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

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- 18.H.W. Harkness Elementary
- 19.Hollywood Park Elementary
- 20.Hubert Bancroft Elementary
- 21.Isador Cohen Elementary
- 22.

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

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

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

The social and emotional well-being of students is a top priority for the District.

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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 203w9./F2 13.92 T1( )-e2uw7(r)5(a)-21(m)19( )JTJE(P)4(2) )-8(a )-8

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belonging. A variety of classes and programs are offered that provide mentors for students and support to create on-campus campaigns and projects that encourage the development of positive relationships, team building, and cross-peer mentoring. Staff hold high expectations for behavior and achievement by acknowledging positive behavior and accomplishments and intervening when youth or adults are engaged in physically or emotionally unsafe behavior. Students actively co-create behavioral agreements in collaboration with program staff. Staff

behavior and engagement rather than punitive measures such as suspensions/expulsions from the program. At some sites, restorative justice practices such as peer mediation and peer court are utilized both during the day and after school. As a large number of our student population faces trauma in their personal and social life, YDSS Area Specialists are trained in facilitating culturally relevant Healing Circles.

Program staff, in collaboration with YDSS and Student Support & Health Services staff, identify students requiring emotional and health supports beyond the scope of

Two YDSS staff are certified to do suicide risk assessment and Mental Health First Aid, and are equipped to provide assistance when needed.

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

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

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





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

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

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

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

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

The ELPs are 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-through 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 sequenced to provide students the opportunity to achieve mastery and showcase their work.

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

Sacramento Chinese Community Service Center (The Center) and Roberts Family Development Center, two of the nine community partners, collaborate with Girl Scouts Heart of Central California to provide a high-quality learning experiences for underserved girls. Beginning in the fall of 2018, The Center brought the Girl Scouts Leadership Experience to our expanded learning sites. This innovative program teaches girls the skildenagi4(h)17(e)-2 ngir-3(s)-7( )0F1 r







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

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

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

Food Literacy Center has collaborated with SCUSD to provide nutrition education

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awareness that promotes cultural humility and relevance in all approaches and



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

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

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

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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.

for their site-based staff. Topics include classroom management; working with special needs students; lesson planning; positive behavior strategies; equity and climate; relationship building; curriculum development (enrichment, literacy, wellness); and safety and emergency protocols (earthquake, fire, disaster, intruder drills).

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

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



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

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

Feedback is solicited from School Site Councils, PTO/PTA and other school organizations, as well as student groups. Program Managers attend staff and teacher meetings and ask for input on Expanded Learning programming from teachers and principals. Program Managers and their Site Instructional Aides also meet one

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

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

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

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

**Partners include:**

Currently, SCUSD has nine primary contracted providers serving at 65 K- 8 Expanded Learning sites. They include Sacramento Chinese Community Service Center (44 sites), New Hope Community Development Corporation (1 site), Empowering Possibilities Unlimited (4 sites), Centers for Fathers and Families (4 sites), Rose Family Creative Empowerment Center (5 sites), Boys and Girls Club (2 sites), Roberts Family Development Center (1 site), Leaders of Tomorrow (3

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

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

**Empowering Possibilities Unlimited (EPU):** EPU







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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 rry and middle sch

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include: application protocols, enrollment protocols, safety requirements,  
communication proto



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