



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.1

Meeting Date: February 4, 2016

Subject: Expanding Student Success: Before, After School and Summer Programming

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

Department: Youth Development Support Services

Recommendation: Highlight and share information about SCUSD's Expanded Learning Programs and the Expanding Student Success campaign.

Background/Rationale: California leads the country in the investment in, and quality of, Expanded Learning programs. SCUSD currently serves approximately 14,000 students at 61 school sites before and after school, as well as up to 4,000 additional students during summer. This Whole Child, Whole Year approach is an integral part of the learning experience for students in our district. The *Expanding Student Success* campaign is a statewide public awareness campaign designed to build awareness among K-12 leaders about the benefits and opportunities of Expanded Learning. This presentation will highlight how Expanded Learning programs are a critical component of SCUSD's efforts to provide students with the academic and social emotional supports they need to become college and career ready.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Expanding Student Success Campaign
2. Executive Summary

Estimated Time of Presentation: 20 minutes

Submitted by: Olga Simms, Area Assistant Superintendent
Stacey Bell, Director of Youth Development

Approved by: José L. Banda, Superintendent



What is Expanded Learning?

Expanded Learning opportunities refer to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities in the regular school day/year.

Campaign Messages

Expanded Learning Programs Help Schools and Educational Organizations...

1. Leverage additional resources and optimize collaborative efforts with partner organizations to enhance LEA goals and provide more support services for students.
2. Support LCAP objectives to increase parent engagement and pupil achievement—especially for the most disadvantaged.
3. Keep students involved in activities and lessons that enhance their learning capacity and engagement in the classroom.
4. Apply adopted Quality Standards designed to maximize the impact of programs and to promote continuous improvement.

More Information Can be found at
www.ExpandingStudentSuccess.com

Board of Education Executive Summary

Youth Development Support Services (YDSS)

Expanding Student Success: Before, After School and Summer Programming

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I. OVERVIEW / HISTORY

Youth Development Support Services' vision is that all SCUSD youth will recognize themselves as agents of change within their own lives and communities through engagement in positive, relevant school experiences preparing them for college, career and life long success.

By keeping the whole child in mind, YDSS provides high quality programming and support in order to build capacity among SCUSD, students, families and community partners, by incorporating authentic youth voice and maintaining an intentional focus on equity, relationship building & social justice.

To support this work YDSS developed priorities that guide our work: evaluation, equity, engagement and ensuring safety. Specifically, YDSS has *year 2020* priorities of:

- 1) Engagement: provide high quality, meaningful, and relevant opportunities that engage students, families, staff, and communities in order to provide information, support, and services to those who are traditionally underserved;
- 2) Equity: maintain a laser-like focus on equity by providing education and awareness that promotes cultural humility and relevance in all approaches and programming for youth;
- 3) Evaluation: intentional focus on capturing, analyzing, and applying data to foster a culture of data driven decision making that measures success, impact, and potential for growth;
- 4) Establish Safety: adequately empower district staff and community partners to employ proactive measures that ensure physical, personal and emotional safety healing.

California leads the country in the investment in, and quality of, Expanded Learning programs. SCUSD currently serves approximately 14,000 students at 61 school sites before and after school, as well as up to 4,000 additional students during summer. This Whole Child, Whole Year approach is an integral part of the learning experience for students in our district, and Expanded Learning is an essential component of our students' overall academic experience.

The *Expanding Student Success* campaign is a statewide public awareness campaign designed to build awareness among K-12 leaders about the benefits and opportunities of Expanded Learning. This presentation will highlight the statewide Expanding Student Success campaign and illustrate how Expanded Learning programs are a critical component of SCUSD's efforts to provide students with the academic and social emotional supports they need to become college and career ready. For more information about the campaign visit www.expandingstudentsuccess.com.

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II. DRIVING GOVERNANCE

Expanded Learning programs are aligned with SCUSD's LCAP goals of: increasing the percent of students who are on track to graduate college and career ready; safe, clean, healthy and emotionally healthy schools; and parents, family and community members will become more fully engaged as partners in the education of students in SCUSD.

Expanded learning also supports LCAP objectives to both increase parent engagement and pupil achievement, especially for the most disadvantaged students including low income, foster youth and English Language Learners. Before school, after school and during summer, young people participate in high quality, innovative and creative academic enrichment activities that strengthen their core skills, and increase social emotional competencies. Diverse parents are also intentionally engaged through Expanded Learning Family Literacy programs.

III. BUDGET

Expanded Learning programs receive the following grants to serve SCUSD students and families:

After School Education and Safety (ASES) – \$6,186,446.50

After School Safety and Enrichment for Teens (ASSETs) – \$1,916,823.00

21st Century Community Learning Centers – \$3,209,478.54

YDSS is predominantly grant funded, with less than 1% of YDSS funding coming from "district" dollars. A greater district level investment will allow us to maintain both the quality and capacity of our programs. Additional funding will be needed to increase number of students served during the school year or summer, or expand supplemental programming offerings.

Expanding Student Success campaign encourages districts to leverage additional resources and optimize collaborative efforts with partner organizations to enhance LCAP goals and provide additional supports for students and families. Districts are also encouraged to tap into LCAP funds in order to build capacity and depth within existing Expanded Learning programs.

IV. GOALS, OBJECTIVES, AND MEASURES

The goals of Expanded Learning are to:

- Create structured spaces where students and families can safely participate in a variety of learning and enrichment activities during the critical hours of 3:00 – 6:00 PM.

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- Students can engage in activities that help build healthy relationships, support academic growth, and participate in meaningful enrichment.

V. MAJOR INITIATIVES

Before School: YDSS runs Before School programs at 11 sites throughout the district. Students arrive at program up to 1.5 hours before school starts to eat breakfast, engage in high-energy physical activity and engaging enrichment activities.

After School: After School programs operate at 61 sites. Program operates every single day from close of school until 6pm and includes academic support, exposure to enrichment activities, college and career exploration and access to nutritious meals and opportunities to engage in physical activity. YDSS partners with approximately 8 community based organizations that provide the program administration, staffing and program content for each site. All sites receive technical assistance from YDSS management and are engaged in monthly professional development.

Summer: YDSS operates high quality, engaging and enriching summer programming for incoming 1st – 12th grade students, serving approximately 4000 students across 32 sites. Programs operate 5 – 6 weeks, 6 hours per day. Summer Matters programming is rooted in student voice/choice and project based learning incorporating English Language arts, Math and Science concepts in an effort to reduce the “summer slide”, the loss of 2-3 months of learning from the previous academic year. The programs are vital sources of nutrition for many of our students and an opportunity to remain physically active.

Boys and Girls of Color: YDSS programming is built on a Social Justice Youth Development framework with an emphasis on equity and healing. Men’s and Women’s Leadership Academy and other *Supplemental Providers* support students within the Expanded Learning space by providing culturally relevant enrichment opportunities including mentoring, academic support, leadership, arts, etc. These providers often come from the communities in which they serve.

Youth Engagement: Youth voice is a major part of our youth development framework. Our goal is that all students will be engaged, empowered and enlightened through the opportunity to be a part of the work. Here are some examples of current youth voice initiatives:

Ethnic Studies:

Students from the SAC Ethnic Studies workgroup are working together to get the voices of their communities including in the proposed Ethnic Studies curriculum. They are collecting stories from families details about their immigration into the area, how long they have been

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in Sacramento, and what it means to not only be a person of color, but also a person who immigrated into this area. Once these stories are collected, they will be compiled into a book that will be used as a curriculum insert for the new Ethnic studies course.

Men's Leadership Academy:

The MLA student youth council provides an opportunity for young men of color to be involved in district and city leadership. MLA students have served on committees such as the BMOOC Summit, Zero Tolerance Committee, LCAP Committee Youth Representation, Mayor's Just Justice Committee, and the Restorative Justice Committee.

Family Literacy:

Based on student input and feedback, the Family Literacy program has implemented a new signature program called "One Book, One Sacramento." This program will debut during our summer program with local author Janay Brown. Students and family members will be engaged in meet and greets with the author, writing sessions and reading festivals. More information will be available at a later date.

Quality Assurance and Evaluation:

YDSS applies adopted statewide Expanded Learning Quality Standards designed to maximize the impact of programs and promote continuous improvement. In addition to traditional Quality Standards the department utilizes other qualitative methods such as Youth Participatory Action Research in order to engage students in ongoing organizational improvement and institutional change.

Local Control Accountability Plan:

Students are actively involved in providing input and feedback on many student initiatives, including the LCAP process. It is imperative that students participate in every aspect of LCAP development. YDSS uses the Expanded Learning space to enhance student participation, develop and administer surveys and provide the necessary support for students to attend district meetings.

VI. RESULTS

Approximately 5,000 schools in CA have offered Expanded Learning opportunities serving nearly 500,000 youth on any given day. 25% of CA students participate in before, after school and summer learning programs throughout the state. In addition, when including both state and federal funding, CA invests nearly \$700 million per year in Expanded Learning. This leads all the other states in the country combined.

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In SCUSD Expanded Learning programs are delivered at 61 Sites serving 14, 000 Students Daily. This results in 6,300 Site-Based hours. Data shows students who participate in Expanded Learning programs have increased attendance, improved academic achievement, stronger leadership skills and deeper connections to their school sites, as evidenced by national and state research, Infinite Campus data, student surveys, and other quantitative and qualitative measurement tools.

VII. LESSONS LEARNED / NEXT STEPS

- External partnerships are critical to Expanded Learning. Existing funds do not provide the resources needed to deliver at the desired high quality while maintaining current capacity, especially with increasing staffing costs and wage increases around the state. SCUSD Expanded learning partner agencies contribute extensive additional resources and staff time toward programming, especially during summer. Without those contributions Expanded Learning would not be successful.
- Whole Child – *Whole Day* – Whole Year model: YDSS continues to work on deepening relationships with school sites in order to have high quality, engaging, equity focused programming throughout the day, the week, and during the summer. With a deepened focus on Social Emotional Learning, Social Justice Youth Development and Common Core, after Expanded Learning programs are spaces where students can receive academic interventions, have opportunities to enhance leadership skills, develop youth voice and continue service learning projects.

Next Steps:

- Continuous improvement in the quality and experience of Expanded Learning programming;
- RFP open for additional Expanded Learning providers who want to work in SCUSD;
- Increase district investment of Expanded Learning programs through LCAP;
- Ongoing funding development to build capacity and deepen current work.