

**California Department of Education
Quality Program Improvement Plan for
Expanded Learning Programs in California
School Year:**

Cover Page

This document is intended to provide local sites with a resource for improving program quality and was created as **one option** for Expanded Learning Programs to use. Programs have the **choice of using any program improvement plan framework, including a locally created tool**. If you use this California Department of Education (CDE) created document, it will not be sent to the CDE for review/submission.

Grantee Agency: Ventura Unified School District

Program Site/School: De Anza Academy of Technology and the Arts

County-District-School Code (CDS): 56726526062152

Federal Employer Identification Number (FEIN) (if known):

Grant Identification Number(s), identification numbers, if known:

Name of Person(s) Completing the Plan: Sonya Lopez Mercado

Date Completed: 2/5/2025

Section I. Summary of Assessment

After the site has assessed the program quality and reflected on the data collected, complete the questions below. For guidance about the Continuous Quality Improvement Process, see the CDE Guidance for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

Stakeholders

Indicate below which stakeholder group(s) were involved in the quality improvement process for the site (check all that apply).

- ☐ Internal Evaluator
- ☐ External Evaluator
- ☒ District Administrator
- ☐ School Administrator
- ☒ Certificated Staff
- ☒ Classified Staff
- ☒ Program Director
- ☒ Site Coordinator
- ☐ Site Level Staff
- ☐ Parents/Guardians
- ☒ Students
- ☒ Community Partners
- ☐ Advisory Groups
- ☐ Other Stakeholder (identify below)

Assessment Tools and Strategies

For information on available assessment tools, refer to *A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools* located on the After School Network web page at <https://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>.

Indicate all assessment tools and strategies listed below used to assess program needs (check all that apply):

- ☒ California After School Program Quality Self-assessment Tool
- ☐ New York Program Quality Self-assessment Tool
- ☐ California High School After School Program Quality Self-assessment Rubric
- ☐ Youth Program Quality Assessment
- ☐ Assessment of Program Practices Tool
- ☐ Out-of-School Time Observation Instrument
- ☐ Promising Practices Rating System
- ☐ An Internally Designed Assessment
- ☐ Focus Groups
- ☐ On-site Observations
- ☐ Interviews
- ☐ Surveys
- ☐ Other Tool or Strategy (identify below)

Assessment Reflection

Summarize and reflect on the data collected from the assessment by answering the following questions:

1. What clear data trends did the assessment present (if any)?

Review of 23-24 program attendance demonstrates that regular attendance and clear communication of attendance policies at DATA ASES program need improvement. Athletics, fine arts, and Lego engineering are of greatest interest to students per the 2024 student interest survey.

2. Using the data collected and the *Quality Standards for Expanded Learning in California*, located on the After School Network Quality Crosswalk web page at <https://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>. Describe the program's strengths.

In 24-25, the ASES program at DATA excels as promoting Healthy Choices and Behaviors. Since 23-24, program attendance at DATA has increased to an average of about 54 students per day who sign in to the program. In the summer, program staff met with district program administrators and site administrators to discuss student attendance, expectations, and planning for athletics. The ASES program at DATA now offers three organized sports as well as daily SPARK activities. Additionally, the school's wellness counselor has begun teaching a folklorico dance class in order to offer more opportunities for movement than athletics alone.

3. Using the data collected and the *Quality Standards for Expanded Learning in California*, describe areas that may require improvement for the program.

Unfortunately, none of the students in the ASES program at DATA completed the student survey from the 23-24. This may indicate a lack of interest in the program or lack of communication about the survey. In any case, we have identified Youth Voice and Leadership and Quality Staff for areas of growth for the ASES program at DATA. For the 24-25 school year, the district hired a site lead who has been committed to growing the program and communicating program norms and expectations to students and parents. Students have voiced their opinions regarding the types of enrichment activities they would like to participate in by completing the student interest survey. In 24-25, 17 students completed the student interest survey in the fall.

4. Which Quality Standards and areas of improvement can be addressed immediately?

Opportunities for Youth Voice and Leadership have begun in 24-25. Students have several enrichment options to choose from as well as various opportunities for physical fitness and movement.

5. Which Quality Standards and areas of improvement require long-term solutions?

In order to retain Quality Staff, the district plans for relevant professional development opportunities throughout the school year and incentives for meeting goals. District Teachers on Special Assignment and program administrators visit programs daily to provide coaching and feedback to staff.

Given the responses to the above questions, identify two to three high priority needs (based on the Quality Standards) your site will focus on improving.

Point-of-Service Quality Standards

- ☐ Safe and supportive environment
- ☐ Active and engaged learning
- ☐ Skill building
- ☐ Youth voice and leadership
- ☐ Healthy choices and behaviors
- ☐ Diversity, access, and equity

Programmatic Quality Standards

- ☐ Quality staff
- ☐ Clear vision, mission, and purpose
- ☐ Collaborative partnerships
- ☐ Continuous quality improvement
- ☐ Program management
- ☐ Sustainability

Section II. Quality Program Improvement Plan

Below is the Quality Program Improvement Plan to address **two to three** high priority needs of the expanded learning program. **It is recommended for sites to only address one standard if they are engaging in this process for the first time.** Each site should identify and define the goals, objectives, and outcomes to be achieved (along with concrete activities, identification of individual[s] responsible, and a reasonable timeline for meeting those goals).

Goals

Goals should be aligned with the Quality Standards and tailored to the program site based on data and information collected from a recent assessment.

1. Increase regular program attendance by providing a safe and supportive environment and student choice.
2. Provide student participants with leadership opportunities (Youth Voice and Leadership).

Specific Objectives and Outcome Measures

Include specific objectives and outcome measures—ways in which goals will be accomplished. Describe the specific objective(s) to address Quality Program Improvement goals (include ways in which goals can be accomplished). Objectives should be measurable and quantifiable (i.e., the program will provide the opportunity for students to actively share their viewpoints and interests by holding four student meetings between January and April 2017).

Program administrator will regularly review program attendance for trends and communicate those trends to site leads. Staff will participate in safety trainings and other professional development opportunities, such as learning about CHAMPS and anti-bias/anti-racist trainings, in order to learn strategies for creating and physically and emotionally safe environment.

Students will participate in two surveys per year in order to express their interests and feedback about the program.

Activities

Describe any and all activities, along with: (1) the individual(s) responsible for carrying out the activity, (2) the given timeline date(s), and (3) the plan should also identify any support and/or technical assistance (TA) the program and its staff may need to help meet the goals and objectives.

Support/Technical Assistance

Below are examples of the types of support/TA that may be requested. For more information about the core strategies for TA, please refer to the After School Assistance Providers Connect (ASAPconnect) Resource Web page at <https://asapconnect.org/>.

Type of Support/TA	Acronym
Professional Development/Training	PD/T
Mentoring	ME
Coaching	C
Resources	R
Academic/Curriculum Support	ACS
Other	O

Program Site:	DeAnza Academy of Technology and the Arts		
Aligning Quality Standard:	Safe and Supportive Environment, Youth Voice and Leadership		
Quality Program Improvement Goal Number 1:	1. Increase regular program attendance by providing a safe and supportive environment and student choice.		
Objective 1:	<i>Program administrator will regularly review program attendance for trends and communicate those trends to site leads.</i>		
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Collect and review monthly ASES program data	Assistant Director of Expanded Learning	Monthly	O, R
Share data with site lead	Assistant Director of Expanded Learning	Monthly or as needed	O, R
Objective 2:	<i>Staff will participate in safety trainings and other professional development opportunities, such as learning about CHAMPS and anti-bias/anti-racist trainings, in order to learn strategies for creating and physically and emotionally safe environment.</i>		
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Program will provide professional development in safety, classroom management and diversity	Director of Expanded Learning, Assistant Director of Expanded Learning, program TOSAs	August 12, 2024 October 3, 2024 November 27, 2024 January 6, 2025 March 1, 2025 April 26, 2025	O, R, PD/T
Program administrators and program TOSAs will visit program regularly to provide coaching and feedback.	Director of Expanded Learning, Assistant Director of Expanded Learning, program TOSAs	Weekly	C, Me, O

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Program Site:	DeAnza Academy of Technology and the Arts		
Aligning Quality Standard:	Youth Voice Leadership		
Quality Program Improvement Goal Number 2	1. Provide student participants with leadership opportunities (Youth Voice and Leadership).		
Objective 1:	<i>Students will participate in two surveys per year in order to express their interests and feedback about the program.</i>		
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Program will administer a student interest survey in the fall to elicit student opinions about enrichment opportunities	All Site Staff	October 2024	R
Program will administer a general program feedback survey based on the Quality Standards in April.	All Site Staff	April 2025	R
Program will offer a student leadership club (Ant-Vape Social Club) to all students	Site Lead (Paraeducator Liaison)	24-25 school year	R, PD/T

Section III. Improvement

Critical to the success of any plan is its faithful and thorough implementation. Sites should continuously monitor their progress in implementing the Quality Program Improvement Plan. All site personnel should understand the goals of the program and the plan to address the needs of the program. In order to implement the Quality Program Improvement Plan with fidelity, the following questions should be considered during the process:

1. How is the plan's implementation being monitored (check all that apply)?

- ☐ Formal Assessment
- ☒ Informal Discussion
- ☒ Observation
- ☒ Staff Meeting
- ☐ Focus Group
- ☐ Other (indicate below)

2. How are staff members being supported to meet the plan's goals (check all that apply)?

- ☒ Professional Development/Training
- ☐ Mentoring
- ☒ Coaching
- ☒ Resources
- ☐ Curriculum
- ☐ Supplies
- ☐ Monetary Support
- ☐ Other (identify below)

3. Describe the impact the plan is making and how it has led to the improvement of services being delivered to the students?

The student interest in sports has led to participation in existing flag football and basketball leagues and creation of a district-organized soccer league. All the sports host boys' and girls' teams.

4. Date of progress check:

Indicate any and all improvement goals met. Describe how the site met its benchmarks and what progress was made using the plan.

☐ **Goal Number 1:**

- Progress of Goal Number 1: In the first half of the 24-25 school year (Aug.-Dec.), attendance rates have increased over last year. Attendance records and sign out sheets are being monitored by site and district staff.

☐ **Goal Number 2:**

- Progress of Goal Number 2: Students have had increased participation in student surveys. Sports teams have been a draw to the program for many students. The site has not yet developed the student leadership club through the Anti-Vape Social Club.

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Date: February 5, 2025

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