

**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: Sheridan Way

County-District-School Code (CDS): 56726526056212

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: Feb. 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):

- ☒ X 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)?

There is a clear need for program services at Sheridan Way, which had 183 students enrolled in 23-24, with an attendance average of about 74%. For those enrolled students. The City of Ventura partner has clear processes and years of experience operating ASES programs for the District. While no students from Sheridan Way completed the end-of-year student program survey, many completed the student interest survey in the fall of 2024. These students indicated a preference for painting and drawing, sports and cycling, and cooking for their enrichment options. After reviewing Trimester 2 MAP Reading scores, of the students enrolled in the program for 24-25, about 75% had scores below the 42nd percentile nationally. As student program attendance is already acceptable and enrollment very high, the goals for the program at Sheridan Way focus on maximizing student time in the program.

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.

The program has a long history of existence at the school, with many processes established and historical knowledge utilized. Interest in the program is high, and has enrolls about 100 more students than the school receives funding for. Daily average attendance for students in the program is about 100.

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

Capitalizing on student presence in the program may be the next step for this program. With students typically scoring lower in reading than other students throughout the country who take the same assessment, using time to provide reading intervention may benefit student academic achievement.

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

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

Active and Engaged Learning with a focus on academics
Skill Building with a focus on various aspects of literacy

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

Programmatic Quality Standards

- ☐ Quality staff
- ☐ Clear vision, mission, and purpose
- X 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.

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).

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:	Sheridan Way		
Aligning Quality Standard:	Skill Building, Active and Engaged Learning		
Quality Program Improvement Goal Number 1:	Implement a literacy-focused program		
Objective 1:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Review reading assessment data with TOSAs	Assistant Director of Expanded Learning	Feb. 18, 2025	R, O
Develop literacy component of program at Sheridan Way based on specific student needs in literacy	TOSAs, Assistant Director of Expanded Learning, Director of Expanded Learning	May 23, 2025	R, ACS, O
Plan for professional development for staff		May 23, 2025	R, ACS, O
Objective 2:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed
Objective 3:			
Activities	Individual(s) Responsible	Date(s)	Support/TA Needed

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)?

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

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

- X Professional Development/Training
- ☐ Mentoring
- X Coaching
- X Resources
- X 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?

As of February, 2025, only the data collection and review have been completed.

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.

X Goal Number 1:

- Progress of Goal Number 1:
As of February, 2025, only the data collection and review have been completed.

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Date: February 6, 2025

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