# Expanded Learning
# 2023 Evaluation Snapshot

## Introduction

In 2023, Youth Development Support Services (YDSS) staff commissioned a program evaluation to gain information to strengthen and improve programming. While YDSS encompasses many programs and services, the programs under evaluation in this project are the year-long, before- and after-school programs known as ASES or ASSETS and led by community-based Expanded Learning Providers.

## About the Evaluation

**Focus sites:**
25 schools (see Appendix 1 for list)

**Students surveyed:**
526 students in grades 4-12

**Parents surveyed:**
241 parents of students in grades TK-12

**Principals interviewed:** 19

**Total observation time:** 23 hours

# Key Findings

## How closely are programs meeting California's **Quality Standards** for Expanded Learning?

According to students, parents, principals, and external observers, programs are frequently meeting the standards (especially in providing a Safe & Supportive Environment), but there's room to improve (especially in Skill Building).

## How do **students benefit** from the programs?

Parents, students, and principals all highlighted the benefit of keeping students safe after school. Other benefits are access to arts, other extracurriculars, and homework help.

## What **feedback for improvement** do parents, students, and principals have?

- Students asked for more activities, better food, and fairer rules.
- Parents said homework help could be more structured, supervision tighter, and more activities (especially sports and arts).
- Principals recommend more training for ASES/ASSETS staff, especially on classroom management. Several also said program staff turnover was a challenge.

## How **involved** are parents/families, and how could programs increase involvement?

- Half of parents would be able to attend events during the program hours, and 29% are interested in volunteering.
- Student talent showcases are the most popular event type.
- Half of students wished the program had more events for their families.
- Principals shared advice specific to their school communities.

# Program Feedback

## Parent feedback: Why ASES? (n=241)

| Top 4 reasons parents registered their child for the program: | 1. My child enjoys the activities |
| | 2. So my child can get help with homework |
| | 3. So my child can make friends/be with their friends |
| | 4. My child needs supervision before or after school |

### Top 3 activities that are most important to parents:
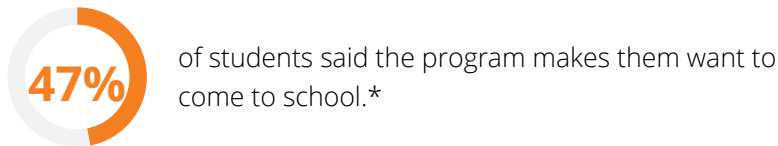
1. Academic enrichment
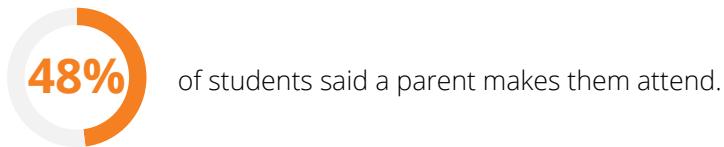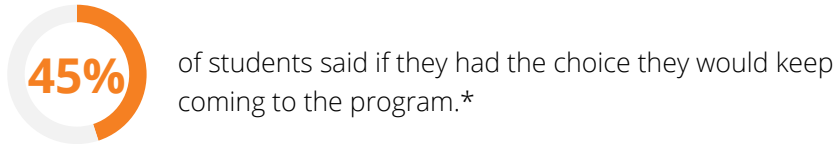2. Homework help
3. Sports

### Top 3 subjects that are most important to parents:

1. STEM (Science, Technology, Engineering, Math)
2. English / Language Arts
3. History / Social Studies

### Other activities of interest:

The program is an opportunity for students to participate in activities they wouldn't otherwise be able to. **14% of parents said transportation was a barrier to other activities** their child has been interested in, and **40% said cost was a barrier**. Activities that parents said their children are interested in but could not participate in due to cost, transportation, or other barriers included soccer, sports (general), dance, music, and gymnastics.

# Student Satisfaction (n=526)

**52%** of students said they get excited to come to the program.*

**45%** of students said if they had the choice they would keep coming to the program.*

**48%** of students said a parent makes them attend.

**47%** of students said the program makes them want to come to school.*

## Students' least favorite things:

1. Other students' behavior
2. Homework
3. The food

"the least i like about this program is the kids that are rude."

"that they make us do homework and reading."

"I don't like the supper most of the time i just donate all of it."

## Students' favorite things about the program:

1. Being with friends
2. Activities and events
3. Staff

"When we do fun things and make cool projects and just have fun."

"I like to hang out with my freinds and I have time to do that at ases."

"Getting to talk with staff about my day."

## What students think would improve the program:

1. Variety of activities
2. Better food
3. Fair rules/consequences

"More teen appropriate games not like kinder games. Better snack and food."

"A suggestion I have for the program is to discipline certain students that would cause harm to others reputation rather than the whole program"

"things needed in the after-school are extra time on art, extra playtime, and less hard things to work on"

*Not all respondents answered this question. All questions in the student survey had at least 471 responses.

# Parent Satisfaction (n=241)

**84%** of parents are satisfied with the number of staff at the program.*

**92%** of parents said program staff communicate with them about important matters regarding their child.*

**98%** of parents are satisfied with the program's hours.*

## What parents thought could be improved:

1. Homework help
2. Supervision
3. Variety of activities

"I had a few problems with my kids getting hurt by other kids, I would have liked to know if those kids had consequences."

"I would like if the staff helps kids with homework. I don't know some of their homework. As a parent, it's hard for me to help them when I don't understand myself… Teachers are not giving some students the attention they need and kids are also not speaking up when they need help."

## What parents like most about the program:

1. Staff
2. Homework help/academics
3. Activities/fun

"Love the staff, they are respectful and caring. I love that my student is always looking forward to staying and participate in the activities."

"The program provides opportunities for my child to learn through hands on activities and experiments that makes learning more engaging and enjoyable."

## What changes parents would like to see:

1. Variety of activities
2. More sports
3. More arts

"More sports options, activities. Kids need to burn off energy."

"Variety of activities throughout the year. All though my son thrives on routine by the end of the year he no longer wanted to attend ASES."

"I think you could add more groups or clubs because there is dance and basketball but it would be better if you added art or music something nice."

*Not all respondents answered this question. All questions in the parent survey had at least 215 responses.

# Kindergarten and TK Parents

ASES programming for Kindergarten and Transitional Kindergarten (TK) students is a newer addition to SCUSD's Expanded Learning programs. Of the parents who responded to this survey, 45 were parents of Kinder and TK students. Results showed that they have **similar levels of satisfaction** as parents of older students.

**100%** of parents said their child enjoys being in the program.

**98%** of parents believed their child is physically safe at the program.

**96%** of parents are satisfied with the program's hours.

**89%** of parents believed their child is emotionally safe (from bullying, etc.) at the program.

**89%** of parents said program staff communicate with them about important matters regarding their child.

**84%** of parents said they are satisfied with the number of staff at the program.

# Parent Engagement (n=241)

**86%** said the program has staff who speak their language.*

**94%** said they feel comfortable talking to the program staff.*

**80%** said they feel well-informed about events the program has for families.*

**Parents said the best ways to communicate with them are:**

1. In person
2. Phone call
3. Text message

**Top 3 events that parents would be most interested in:**

1. Events that showcase my child's talents
2. Activities my child and I can do together
3. Events where I can meet other parents

**53%** of students wished the program had **more events** for their families.*

**29%** of parents said they were interested in **volunteering** with this program in 2023-24.*

**53%** of parents said they'd be likely to attend an event at school on **weekdays, after school to 6:00 PM.**

*Not all respondents answered this question. All questions in the student survey had at least 471 responses and all questions in the parent survey had at least 215 responses.

# Principal Perspectives

## On collaboration:

We asked principals how their school staff collaborates with program staff. Their responses showed there is wide variation among schools. Common practices include:

- Frequent meetings between the principal and ASES/ASSETS manager, which is logistically easier than teacher-program staff meetings.

- ASES/ASSETS managers encouraging teachers to tutor or lead clubs in the program.

- ASES/ASSETS staff having a role on campus during the school day, which leads to stronger relationships with students and staff.

- ASES/ASSETS staff attending school staff meetings when schedules allow.

- ASES/ASSETS staff communicating with teachers about day-to-day matters, like student behavior incidents and homework. This can be structured (emails, folder systems) or informal.

Some principals were especially impressed with how ASES/ASSETS staff builds collegial relationships with school staff and creates an extension of the school's values. In these schools, ASES/ASSETS staff often have a role in the regular school day, and the principal and ASES/ASSETS manager usually communicate frequently. "It just kind of works seamlessly. They are just like an additional arm to the classroom, and taking care of the kids."

On the other hand, some felt that collaboration is inconsistent and wished for more proactive updates from ASES/ASSETS staff. "We were just in an IEP [meeting] this last Friday, and one of the teachers was saying how, 'Well, I don't know what they do after they leave me. I don't know what they do.' … We should have a better understanding of what our kids do."

## On academics in the program:

Principals were almost evenly divided on whether they considered academic skills the most important part of the after-school program, or whether they thought enrichment and socialization were more important. Some felt there should be an equal balance.

"That's what we're here for. So it's **very important** to me that they have an **academic focus**."

"**It should be equal.** For the kids and students, they have been [here] all day, and they just need a break. So the enrichment part, the fun part is the break that the kids need."

"I think the academics are enhanced by having **opportunities to be a kid** in a safe environment, where you get physical activity."

## On program quality and management:

When asked about program staff quality, most principals had both compliments and critiques. The top mentioned strength of program staff was their ability to build relationships with students. Also, several were impressed with program staff's professionalism and trustworthiness.

> "They do an exceptional job at **building relationships** with our kids."

> "I do know that they work hard on the student behaviors. They do have **high expectations** for how students act."

The top mentioned critique was that program staff could benefit from more training, usually in classroom management. Several principals said turnover and understaffing was a challenge.

> "The challenge always with Expanded Learning is you're dealing with very young people who are generally doing these jobs … No matter how well-meaning they are, **they don't have the training** of a seasoned classroom teacher. … And there's a lot of turnover, too."

We gave principals a chance to comment on their provider's vision, mission and purpose; collaborative partnerships; continuous quality improvement; program management; and sustainability. Most said they didn't know enough about these aspects to give feedback. Collaborative partnerships was the piece they thought was strongest.

> "I feel that they truly want to find **partnerships that are meaningful** and partnerships that will help the school and the community."

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# 1 Quality Standards
## Safe & Supportive Environment

### Most **parents** agreed the program is a safe place. (n=241)

**97%** of parents believed their child is "physically safe when they're at this program."*

**88%** of parents believed their child is emotionally safe (from bullying, etc.) when they're at this program.*

### Most **students** said the program is safe and supportive. (n=526)

Students...

agreed they feel safe when at the program.* **81%**

agreed program staff treat all students fairly.* **79%**

said they felt comfortable talking to the staff.* **72%**

agreed students in this program treat others with respect.* **53%**

### Notes from the **observers**:

In 23 observations, drop-in observers consistently saw evidence of safe and supportive environments. Program staff used nurturing and positive language with students, recognizing their strengths and actively encouraging positive behavior. They were attentive and responsive, consistently avoiding distractions and not using cell phones. Staff members were often seen addressing unsafe behaviors or student distress. While supervision was generally strong, a couple of sites exhibited weaker supervision.

### Notes from the **principals**:

Across 19 principal interviews, several highlighted the importance of a supervised environment after school, expressing concerns about students being unsafe when left unattended in the community. Overall, they praised ASES/ASSETS for creating safe, supportive environments, though some principals recommended additional behavior management training and consistency in supervision.

*Not all respondents answered this question. All questions in the student survey had at least 471 responses and all questions in the parent survey had at least 215 responses.
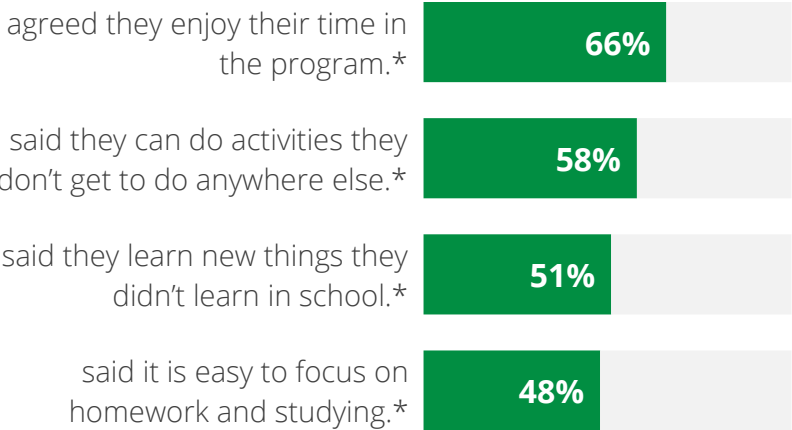
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# 2 Active and Engaged Learning

## Most **parents** agreed the program is engaging.
(n=241)
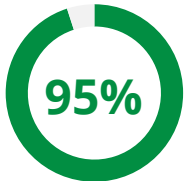
**95%** of parents said their child enjoys being in the program.

## **Students** said they feel engaged. (n=526)

| | |
|---|---|
| agreed they enjoy their time in the program.* | **66%** |
| said they can do activities they don't get to do anywhere else.* | **58%** |
| said they learn new things they didn't learn in school.* | **51%** |
| said it is easy to focus on homework and studying.* | **48%** |

## Notes from the **observers**:

Across 23 observations, drop-in observers consistently saw evidence of active and engaged learning. Most students had the opportunity to work in groups, whether during enrichment activities, recreation, or homework. Some groups worked toward long-term projects, such as a podcast or a step performance. In several observations, student engagement decreased during homework time, especially as students finished their assigned homework. Overall, students were actively involved in a wide range of activities, with staff encouraging group work and providing more activity options when students completed tasks early.
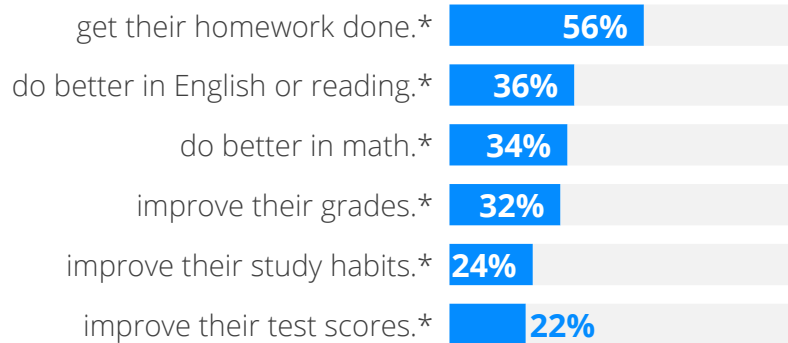
## Notes from the **principals**:

Across 19 principal interviews, principals shared many examples of activities in ASES/ASSETS that have high student engagement, including dance, art, clubs, and gardening programs. Principals emphasized the excitement generated by various activities. Still, some principals said that student engagement was not 100% and called for more overall structure and less time for "just hanging out."

*Not all respondents answered this question. All questions in the student survey had at least 471 responses and all questions in the parent survey had at least 215 responses.
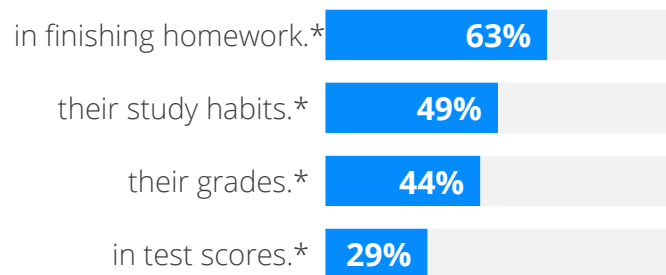
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# 3 Skill Building

## Students had mixed views. (n=526)

Students said that the program helped them...

| | |
|---|---|
| get their homework done.* | **56%** |
| do better in English or reading.* | **36%** |
| do better in math.* | **34%** |
| improve their grades.* | **32%** |
| improve their study habits.* | **24%** |
| improve their test scores.* | **22%** |

**55%** of students said that they can practice what they learn at school in this program.*

## Parents had mixed views. (n=241)

Parents who said their child has improved...

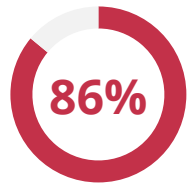| | |
|---|---|
| in finishing homework.* | **63%** |
| their study habits.* | **49%** |
| their grades.* | **44%** |
| in test scores.* | **29%** |

## Notes from the observers:

Across 23 observations, drop-in observers consistently saw evidence of skill building among students. Students engaged in a diverse range of skill-building activities, including mathematics, Spanish, arts and crafts, and yoga. Most enrichment and arts-focused activities were structured to support skill development, while homework sessions were less structured, with staff providing support as needed. Staff encouraged creativity in both art projects and problem-solving during homework. Technology use was common in homework sessions, but many art and physical activities did not involve technology.

## Notes from the principals:

Across 19 principal interviews, principals recognized skill building (both academic and non-academic) as an important part of ASES/ASSETS. Principals often said they wanted more skill building in the programs. Some had a specific priority such as reading comprehension or math. They often emphasized that after-school tutoring and homework time is valuable, but that students self-determine how much homework they actually do in the program. "They get access to tutoring, but I think it becomes a little bit more on the individual student of how kind of proactive and responsible they are."

*Not all respondents answered this question. All questions in the student survey had at least 471 responses and all questions in the parent survey had at least 215 responses.

# 4 Youth Voice & Leadership

## Most **students** said they have a voice in the program. (n=526)

**86%** of students said program staff ask for their ideas about activities.*
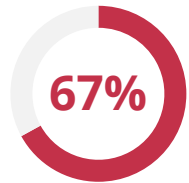
**67%** of students said they get to be a leader in activities.*

## Notes from the **observers**:

Across 23 observations, the drop-in observers saw different levels of youth voice and leadership within the programs. Students almost always had some opportunity to exercise choice. When youth voice and leadership was limited, students usually at least had a choice between two staff-chosen activities. When youth voice and leadership was strong, students had multiple activity choices and program leaders provided authentic leadership roles for students.

## Notes from the **principals**:

Across 19 principal interviews, some principals saw youth voice as a strength of ASES/ASSETS, sharing examples of student-led projects and leadership roles. Other principals were unsure or had not seen intentional opportunities for students to exercise their voice in the program.

*Not all respondents answered this question. All questions in the student survey had at least 471 responses.

# 5 Healthy Choices & Behaviors

## Students had mixed views. (n=526)

Students said that the program....

| | |
|---|---|
| helps them understand friends and classmates.* | 63% |
| staff lead them in exercises and sports.* | 61% |
| helps them get along with others better.* | 59% |
| helps them make better decisions.* | 53% |
| helps them understand their thoughts and feelings.* | 47% |
| helps them have better mental health.* | 42% |
| helps them manage feelings.* | 40% |

## Notes from the observers:

Across 23 observations, the drop-in observers saw different levels of promoting healthy choices and behaviors. Most sessions observed did not primarily focus on nutrition or social-emotional learning, although the observers saw examples of these topics weaved into other activities. When the observations involved sports or physical games, they were usually structured activities where staff joined along with students.

## Notes from the principals:

Across 19 principal interviews, many principals praised the sports and physical activity aspects of ASES/ASSETS. Some principals also highlighted nutrition-focused activities. Some recommended more structure and intentional learning built around healthy choices.

*Not all respondents answered this question. All questions in the student survey had at least 471 responses.

# 6 Diversity, Access, and Equity

## Most **parents** agreed the program promotes diversity, access, and equity. (n=241)

**93%** of parents said their child's cultural background is respected in the program.*

Of parents who shared their child's accommodation plan (43 parents), **93%** said the staff follow it.

## Most **students** agreed the program promotes diversity. (n=526)

**75%** of students said students of different cultural backgrounds, races, or ethnicities get along well in the program.*

**75%** of students said they feel accepted when in the program.*

**78%** of students said staff encourage students to respect each other's cultures and backgrounds.*

## Notes from the **observers**:

Across 23 observations, the drop-in observers saw different levels of promoting diversity, access, and equity. They saw several examples of staff encouraging inclusivity. For example, staff supported students at various ability levels during step practice, and accommodated different working styles during homework time. Informal conversations between staff and students about diverse experiences also helped build an inclusive atmosphere. Sometimes, students explored cultural diversity through activities like Spanish lessons. Overall, diversity was occasionally an intentional learning goal; it was more often promoted organically and through accommodating different skill levels in activities.

## Notes from the **principals**:

Across 19 principal interviews, positive feedback emphasized the diversity of ASES/ASSETS staff, as well as program events and activities that highlight cultural traditions. Most principals considered diversity, access, and equity a strength of the program. Some said there have been challenges such as missed opportunities to correct disrespectful language, and the need for outreach to encourage under-represented groups to sign up for the after-school program.

*Not all respondents answered this question. All questions in the student survey had at least 471 responses and all questions in the parent survey had at least 215 responses.

# Recommendations

YDSS staff and LPC Consulting Associates co-created recommendations based on this report's key findings.

## Strengthen Skill-Building and other quality standards.

Encourage providers to create a skills-based curriculum with student learning outcomes by the end of semester through measurable unit-based activities; be specific (i.e. Which 21st century skills?).

Encourage providers to highlight the skills acquired during each session so that students understand their own Skill Building; the same with Healthy Choices.

## Revamp Homework Hour.

Encourage providers to add more structure to homework/tutoring. Keep providing homework hour, but if students don't have homework, provide a structured activity (e.g. study skills) where students can build skills without feeling like they're in class.

Explore the possibility of utilizing credentialed substitute teachers during homework hour.

## Promote the benefits of ASES/ASSETS.

Encourage provides to create a newsletter to share activities and how activities align with quality standards. Share newsletters with principals and school staff.

## Support parent engagement in new ways.

Add a parent volunteer application to the student Expanded Learning application.

Incentivize parent involvement by asking providers to submit a log of parent involvement, attendance at events, etc. Provide feedback and encourage increased parent involvement.

## Increase, streamline training for provider staff.

Create/Improve a digital database for providers that would house downloadable activities, parent engagement best practices, and classroom management resources. Add a feature that would let YDSS track how often the database is used.

Seek providers' feedback about how the current resource-sharing system could be more user-friendly.

## Support retention of quality provider staff.

Encourage providers to establish staff recruitment, development, and retention plans.

Maintain a list of potential employees, including alumni of YDSS's youth programs (Ambassadors/Peer Mentors), to share with providers.

## Facilitate provider-specific recommendations.

Support providers to use the provider-level results in this report to enhance their programming.

# About this Report

## Who are the authors?

LPC Consulting Associates, a research and evaluation consulting firm, submitted this report to Youth Development Support Services. LPC has a 20+ year history of partnering with SCUSD to evaluate educational programs.

The LPC staff authoring the report bring expertise in K-12 education systems, evaluation of school improvement programs, and analysis expertise in both qualitative and quantitative research. LPC's team working on this project consisted of White, Indigenous, and Asian women currently living in California, Indiana, and Texas. Information we gathered through surveys, observations, and interviews was filtered through our own interpretative lenses, which are a function of our lived experiences. We used multiple internal meaning-making sessions to lessen these limitations.

We thank all students, parents, and principals who lent their voices in surveys or interviews, and all ASES/ASSETS staff who coordinated survey collection and welcomed drop-in observers. We also thank Expanded Learning Specialists, additional YDSS staff, and board members for their collaboration throughout the process.

## Which schools were involved?

LPC chose a sample of schools for this evaluation using a stratified random sampling process. This method of sampling involves dividing a population (the 68 SCUSD schools with ASES/ASSETS providers) into smaller subgroups (by grade level span). This method ensured that each provider was included in the evaluation at every grade level they serve. The sample included 25 schools, or 37% of all SCUSD schools with ASES/ASSETS providers.

## How were surveys collected?

Parent and student survey questions were developed in a collaborative process by Expanded Learning Specialists, additional YDSS staff and board members, and LPC (See Appendices 2 and 3).

ASES/ASSETS staff invited parents at the focus schools to complete parent surveys between May 22nd and June 15th, 2023. Parent surveys were made available in online and paper formats, and in seven languages.

ASES/ASSETS staff collected student surveys during the after-school program at the focus schools between May 22nd and June 15th, 2023. Student surveys were available in online and paper formats.

**What was the student survey response rate?**

In the 2022-23 year, 3,186 students registered for ASES/ASSETS across the 25 focus schools. Not all students who are registered attend the program regularly. In total, 241 students submitted surveys, so 7.5% of the students registered for ASES/ASSETS in these schools took the survey. By school, this ranged from 0% to 58%.

**How were the programs observed?**

LPC staff conducted drop-in observations in May 2023. ASES/ASSETS staff were informed in advance that an observer may visit, but were not informed about the day or time. Two of the 25 schools in the sample could not be observed due to locked campuses.

LPC created a standardized observation form, which observers used to record evidence of the Quality Standards for Expanded Learning in California (See Appendix 4).

**How were the principals interviewed?**

LPC staff conducted principal interviews via Zoom between June and September 2023. LPC attempted to schedule interviews with principals of all 25 focus sites. Nineteen principals participated in interviews. LPC used interview questions aligned with the goals of the evaluation (See Appendix 5).

# Appendix 1

## List of school sites

| School | ASES/ASSETS Provider |
|---|---|
| Albert Einstein Middle | Sacramento Chinese Community Service Center |
| Arthur A. Benjamin Health Professions High | Hawk Institute |
| Camellia Elementary | Sacramento Chinese Community Service Center |
| Cesar Chavez Intermediate | Sacramento Chinese Community Service Center |
| C. K. McClatchy High | Sacramento Chinese Community Service Center |
| Elder Creek Elementary | Sacramento Chinese Community Service Center |
| Ethel I. Baker Elementary | Boys and Girls Club |
| Ethel Phillips Elementary | Sacramento Chinese Community Service Center |
| Golden Empire Elementary | Sacramento Chinese Community Service Center |
| Hollywood Park Elementary | New Hope Community Development Corporation |
| Isador Cohen Elementary | Leaders of Tomorrow |
| James Marshall Elementary | Empowering Possibilities Unlimited |
| John Bidwell Elementary | Sacramento Chinese Community Service Center |
| John F. Kennedy | Sacramento Chinese Community Service Center |
| John H. Still | Rose Family Creative Empowerment Center |
| Leataata Floyd Elementary | YMCA |
| Luther Burbank High School | Rose Family Creative Empowerment Center |
| Martin Luther King, Jr. | Sacramento Chinese Community Service Center |
| New Joseph Bonnheim (NJB) Community Charter | Center for Fathers and Families |
| O. W. Erlewine Elementary | Sacramento Chinese Community Service Center |
| Parkway Elementary | Rose Family Creative Empowerment Center |
| Rosa Parks Elementary | Empowering Possibilities Unlimited |
| Sam Brannan Middle | City of Sacramento |
| Theodore Judah Elementary | Sacramento Chinese Community Service Center |
| Umoja International Academy | Sacramento Chinese Community Service Center |

# Appendix 2

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

## Introduction

**Please take about 5 minutes to complete this survey about your child's before- and after-school program. It is anonymous, so your responses will not be tied to your name. Your response will help Youth Development Support Services support the families at this school. Thank you!**

    1. **First, please select your child's school.**

| School name | This school's Expanded Learning provider is: |
|---|---|
| ☐ Albert Einstein Middle | *Sacramento Chinese Community Service Center* |
| ☐ Arthur A. Benjamin Health Professions High | *Hawk Institute* |
| ☐ Camellia Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Cesar Chavez Intermediate | *Sacramento Chinese Community Service Center* |
| ☐ C. K. McClatchy High | *Sacramento Chinese Community Service Center* |
| ☐ Elder Creek Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Ethel I. Baker Elementary | *Boys and Girls Club* |
| ☐ Ethel Phillips Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Golden Empire Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Hollywood Park Elementary | *New Hope* |
| ☐ Isador Cohen Elementary | *Leaders of Tomorrow* |
| ☐ James Marshall Elementary | *Empowering Possibilities Unlimited* |
| ☐ John Bidwell Elementary | *Sacramento Chinese Community Service Center* |
| ☐ John F. Kennedy | *Sacramento Chinese Community Service Center* |
| ☐ John H. Still | *Rose Family Creative Empowerment Center* |
| ☐ Kit Carson International Academy | *Sacramento Chinese Community Service Center* |
| ☐ Leataata Floyd Elementary | *YMCA* |
| ☐ Luther Burbank High School | *Rose Family Creative Empowerment Center* |
| ☐ Martin Luther King, Jr. | *Sacramento Chinese Community Service Center* |
| ☐ New Joseph Bonnheim (NJB) Community Charter | *Center for Fathers and Families* |
| ☐ O. W. Erlewine Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Parkway Elementary | *Rose Family Creative Empowerment Center* |
| ☐ Rosa Parks Elementary | *Empowering Possibilities Unlimited* |
| ☐ Sam Brannan Middle | *City of Sacramento* |
| ☐ Theodore Judah Elementary | *Sacramento Chinese Community Service Center* |

**If you have children attending more than one school on the list, we encourage you to repeat this survey for each different school.**

**This survey is intended for only the schools listed above.**

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

2. What grade is your child in? If you have more than one child at this school, please choose all that apply.

☐ TK (Transitional Kindergarten)   ☐ K (Kindergarten)   ☐ 1st

☐ 2nd   ☐ 3rd   ☐ 4th

☐ 5th   ☐ 6th   ☐ 7th

☐ 8th   ☐ 9th   ☐ 10th

☐ 11th   ☐ 12th

**These questions are about the before- and after-school programs at this school. You might also know these programs as "ASES", "ASSETS", "Zero Period" or "7th Period."**

3. In the 2022-23 school year, how often did your child(ren) attend the program <u>before</u> school?
   ☐ Usually 4-5 days a week
   ☐ Usually 3 days a week
   ☐ Usually 1-2 days a week
   ☐ Less than 1 day a week
   ☐ My child(ren) did <u>not</u> attend the before-school program

4. In the 2022-23 school year, how often did your child(ren) attend the program <u>after</u> school?
   ☐ Usually 4-5 days a week
   ☐ Usually 3 days a week
   ☐ Usually 1-2 days a week
   ☐ Less than 1 day a week
   ☐ My child(ren) did <u>not</u> attend the after-school program

## <u>Your Experience With the Program</u>

**These questions are about the before- and after-school programs at this school. You might also know these programs as "ASES", "ASSETS", "Zero Period" or "7th Period."**

**How much do you agree with each statement?**

5. My child is <u>physically safe</u> when they're at this program.
   ☐ Strongly Agree
   ☐ Agree
   ☐ I don't know
   ☐ Disagree
   ☐ Strongly Disagree

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

6. My child is <u>emotionally safe</u> (from bullying, etc.) when they're at this program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ I don't know
   - ☐ Disagree
   - ☐ Strongly Disagree

7. My child <u>enjoys</u> being in this program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ I don't know
   - ☐ Disagree
   - ☐ Strongly Disagree

8. My child's <u>cultural background</u> is respected in this program.
   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ I don't know
   - ☐ Disagree
   - ☐ Strongly Disagree

9. What is the <u>most</u> important reason(s) you registered your child for the program? You may choose more than one.
   - ☐ My child enjoys the activities.
   - ☐ My child needs supervision before or after school.
   - ☐ So my child can have a meal.
   - ☐ So my child can get help with homework.
   - ☐ So my child can make friends/be with their friends.
   - ☐ So my child can work on credit recovery.
   - ☐ Something else: _____

10. If your child has special needs, have you felt comfortable providing your child's <u>accommodation plan</u> to the staff?
    - ☐ Yes
    - ☐ No
    - ☐ My child does not have an accommodation plan.

11. If "yes": Do the program staff <u>follow</u> their accommodation plan?
    - ☐ Yes, definitely
    - ☐ Most times
    - ☐ Sometimes
    - ☐ No, hardly ever
    - ☐ I don't know

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

12. What <u>activities</u> do you think are most important for your child to participate in at the program?
    Choose all that apply.
    - [ ] Academic enrichment
    - [ ] Coding/robotics
    - [ ] Computers/technology
    - [ ] Cultural activities
    - [ ] Field trips
    - [ ] Health and wellness
    - [ ] Homework help
    - [ ] Mentorship
    - [ ] Music
    - [ ] Speech/debate
    - [ ] Sports
    - [ ] Student government
    - [ ] Visual and Performing Arts
    - [ ] Volunteer work/community service projects
    - [ ] None of the above
    - [ ] Something else: _____

13. What <u>subjects</u> do you think are most important for your child to practice in the program?
    Choose all that apply.
    - [ ] English / Language Arts
    - [ ] History / Social studies
    - [ ] STEM (Science, Technology, Engineering, Math)
    - [ ] None of the above
    - [ ] Something else: _____

14. Have you noticed your child making <u>improvements</u> in these areas because of the program?
    Choose all that apply.
    - [ ] Better grades
    - [ ] Better study habits
    - [ ] Better test scores
    - [ ] Improvements in finishing homework
    - [ ] I don't think the program has led to these improvements

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

## Your Feedback

**These questions are about the before- and after-school programs at this school. You might also know these programs as "ASES", "ASSETS", "Zero Period" or "7th Period."**

15. Are you satisfied with the <u>number of staff</u> at the program?
    - ☐ Yes
    - ☐ No
    - ☐ I don't know

16. Do program staff <u>communicate</u> with you about important matters regarding your child?
    - ☐ Yes
    - ☐ No
    - ☐ I don't know

17. Are you satisfied with the program's <u>hours</u>?
    - ☐ Yes
    - ☐ No, I would suggest changes: _____
    - ☐ I don't know

18. Are you satisfied with the <u>meals</u> provided?
    - ☐ Yes
    - ☐ No, I would suggest changes: _____
    - ☐ I don't know

19. What do you <u>like</u> most about the program?

    _____

    _____

    _____

20. Is there anything about the program that needs <u>improvement</u>? If so, what?

    _____

    _____

    _____

21. What do you think would make the program <u>better</u>? For example, changes to the schedule, or new classes or services.

    _____

    _____

    _____

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

22. How do you think the program compares to <u>paid (fee-based) after-school programs</u> in your area?

☐ I think this program is better.
☐ I think there are paid programs that are better.
☐ I think they are about the same.
☐ I don't know.

## Experiences with <u>Other</u> Activities and Programs

**These questions will help us understand what other activities families are interested in. Please think about any activities your child has been interested in, at school or outside of school.**

23. Are there any activities that your child has wanted to participate in, but could not because they were too <u>expensive</u>?

☐ Yes
☐ No

    a. If "yes": What were those activities?

    _____

24. Are there any activities that your child has wanted to participate in, but could not because of lack of <u>transportation</u>?

☐ Yes
☐ No

    a. If "yes": What were those activities?

    _____

25. Are there any activities that your child has wanted to participate in, but could not because of <u>other barriers</u>?

☐ Yes
☐ No

    a. If "yes": What were those activities, and what were the barriers?

    _____
    _____

## Parent Involvement

**These questions are about the before- and after-school programs at this school. You might also know these programs as "ASES", "ASSETS", "Zero Period" or "7th Period."**

26. Does the program have staff who speak your <u>language</u>?

☐ Yes
☐ No
☐ I don't know

25

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

27. Do you feel <u>comfortable</u> talking to the program staff?
- ☐ Yes, definitely
- ☐ Most times
- ☐ Sometimes
- ☐ No, hardly ever

28. What's the <u>best</u> way for the program to communicate with you?
- ☐ Email
- ☐ In person when I come to the school
- ☐ Phone call
- ☐ Letter
- ☐ Social media
- ☐ Text message
- ☐ Something else: _____

29. Are there opportunities for parents/caregivers to <u>volunteer</u> in this program?
- ☐ Yes
- ☐ No
- ☐ I don't know

30. Are you <u>interested</u> in volunteering with this program in the 2023-24 school year?
- ☐ Yes
- ☐ No
- ☐ I don't know

31. In the past school year, did you <u>attend any events</u> with this program?
- ☐ Yes, I came to more than one event
- ☐ Yes, I came to one event
- ☐ No, not this year

32. Do you feel that you are <u>well-informed</u> about events the program has for parents and families?
- ☐ Yes, definitely
- ☐ Most times
- ☐ Sometimes
- ☐ No, hardly ever

33. In the 2022-23 year, how often has the program asked for your <u>feedback and ideas</u>, other than this survey?
- ☐ Not in this school year
- ☐ Once in this school year
- ☐ Twice in this school year
- ☐ More than twice in this school year
- ☐ I don't know

**SCUSD Expanded Learning Programs:**
**Survey for Parents and Caregivers**

34. If they were at a convenient time, what kind of events would make you <u>excited</u> to come to your child's school? Choose all that apply.
    - ☐ Activities my child and I can do together
    - ☐ Events that showcase my child's talents (for example, a performance or sports game)
    - ☐ Events where I can meet other parents
    - ☐ Events that include a meal
    - ☐ Something else: _____

35. <u>When</u> would you be most likely to attend an event at school?
    - ☐ Weekdays, before school
    - ☐ Weekdays, during school
    - ☐ Weekdays, after school to 6:00 PM
    - ☐ Weekdays, after 6:00 PM
    - ☐ Weekends
    - ☐ Summer
    - ☐ Other: _____

**Feedback from parents and caregivers is very important as we plan future program activities.**

**<u>Thank you</u> for sharing your thoughts!**

**For any questions about this survey, please contact us:**
**https://www.youthdevelopmentscusd.org/contact-us**

# Appendix 3

**SCUSD Expanded Learning Programs:**

**Survey for Students**

**Introduction**

**We want to hear your voice! Please take a few minutes to complete this survey about your before- and/or after-school program.**

**It is anonymous, so your answers will not be tied to your name. Your answers will help the program plan for the future. Thank you!**

1. What grade are you in?

☐ 4th        ☐ 9th

☐ 5th        ☐ 10th

☐ 6th        ☐ 11th

☐ 7th        ☐ 12th

☐ 8th

2. What school do you go to?

| School name | Your Expanded Learning provider is: |
|---|---|
| ☐ Albert Einstein Middle | *Sacramento Chinese Community Service Center* |
| ☐ Arthur A. Benjamin Health Professions High | *Hawk Institute* |
| ☐ Camellia Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Cesar Chavez Intermediate | *Sacramento Chinese Community Service Center* |
| ☐ C. K. McClatchy High | *Sacramento Chinese Community Service Center* |
| ☐ Elder Creek Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Ethel I. Baker Elementary | *Boys and Girls Club* |
| ☐ Ethel Phillips Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Golden Empire Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Hollywood Park Elementary | *New Hope* |
| ☐ Isador Cohen Elementary | *Leaders of Tomorrow* |
| ☐ James Marshall Elementary | *Empowering Possibilities Unlimited* |
| ☐ John Bidwell Elementary | *Sacramento Chinese Community Service Center* |
| ☐ John F. Kennedy | *Sacramento Chinese Community Service Center* |
| ☐ John H. Still | *Rose Family Creative Empowerment Center* |
| ☐ Kit Carson International Academy | *Sacramento Chinese Community Service Center* |
| ☐ Leataata Floyd Elementary | *YMCA* |
| ☐ Luther Burbank High School | *Rose Family Creative Empowerment Center* |
| ☐ Martin Luther King, Jr. | *Sacramento Chinese Community Service Center* |
| ☐ New Joseph Bonnheim (NJB) Community Charter | *Center for Fathers and Families* |
| ☐ O. W. Erlewine Elementary | *Sacramento Chinese Community Service Center* |
| ☐ Parkway Elementary | *Rose Family Creative Empowerment Center* |
| ☐ Rosa Parks Elementary | *Empowering Possibilities Unlimited* |
| ☐ Sam Brannan Middle | *City of Sacramento* |
| ☐ Theodore Judah Elementary | *Sacramento Chinese Community Service Center* |

**SCUSD Expanded Learning Programs:**
**Survey for Students**

**These questions are about the before- and after-school programs at this school. You might also call the program "ASES", "ASSETS", "0 Period," or "7th Period."**

3. This year, how often did you come to the program <u>before</u> school?
   - ☐ Usually 4-5 days a week
   - ☐ Usually 3 days a week
   - ☐ Usually 1-2 days a week
   - ☐ Less than 1 day a week
   - ☐ I did <u>not</u> come to the before-school program

4. This year, how often did you come to the program <u>after</u> school?
   - ☐ Usually 4-5 days a week
   - ☐ Usually 3 days a week
   - ☐ Usually 1-2 days a week
   - ☐ Less than 1 day a week
   - ☐ I did <u>not</u> come to the after-school program

5. This year, what was the <u>main</u> reason you came to the program? You can choose more than one.
   - ☐ Academic Intervention
   - ☐ Credit recovery
   - ☐ Food
   - ☐ Homework help
   - ☐ I like the staff in this program
   - ☐ My parent made me
   - ☐ To participate in activities/clubs
   - ☐ To spend time with friends
   - ☐ Tutoring
   - ☐ Another reason: _____

## <u>Your Thoughts on the Program</u>

**These questions are about the before- and after-school programs at this school. You might also call the program "ASES", "ASSETS", "0 Period," or "7th Period."**

6. Do you feel <u>safe</u> when you're at the program?
   - ☐ No, hardly ever
   - ☐ Some days
   - ☐ Most days
   - ☐ Yes, definitely

**SCUSD Expanded Learning Programs:**
**Survey for Students**

7. Do you <u>enjoy</u> your time in the program?
   - ☐ No, hardly ever
   - ☐ Some days
   - ☐ Most days
   - ☐ Yes, definitely

8. Do students in this program treat others with <u>respect</u>?
   - ☐ No, hardly ever
   - ☐ Some days
   - ☐ Most days
   - ☐ Yes, definitely

9. Do you feel comfortable talking to the <u>staff</u>?
   - ☐ No, hardly ever
   - ☐ Some days
   - ☐ Most days
   - ☐ Yes, definitely

10. Do program staff treat all students <u>fairly</u>?
    - ☐ No, hardly ever
    - ☐ Some days
    - ☐ Most days
    - ☐ Yes, definitely

11. Do you get <u>excited</u> about coming to the program?
    - ☐ No, hardly ever
    - ☐ Some days
    - ☐ Most days
    - ☐ Yes, definitely

12. Do you think that students of different cultural backgrounds, races, or ethnicities <u>get along well</u> in this program?
    - ☐ No, hardly ever
    - ☐ Some days
    - ☐ Most days
    - ☐ Yes, definitely

13. When you're in this program, do you feel <u>accepted</u>?
    - ☐ No, hardly ever
    - ☐ Some days
    - ☐ Most days
    - ☐ Yes, definitely

**SCUSD Expanded Learning Programs:**
**Survey for Students**

14. When you participate in exercise, like playing sports or activities outside, do <u>staff</u> lead the exercise?
- [ ] No, hardly ever
- [ ] Some days
- [ ] Most days
- [ ] Yes, definitely
- [ ] I don't participate in exercise

15. When you study or do homework in the program, is it easy to <u>focus</u>?
- [ ] No, hardly ever
- [ ] Some days
- [ ] Most days
- [ ] Yes, definitely
- [ ] I don't study or do homework in the program

16. If you had the <u>choice</u> to keep coming to this program or not, would you keep coming?
- [ ] Yes
- [ ] Maybe
- [ ] No

## Your Experience in the Program

**These questions are about the before- and after-school programs at this school. You might also call the program "ASES", "ASSETS", "0 Period," or "7th Period."**

**Do you agree?**

17. In this program, I can <u>practice</u> what I've been learning at school.
- [ ] No, hardly ever
- [ ] Sometimes
- [ ] Most times
- [ ] Yes, definitely

18. In this program, I can learn <u>new things</u> that I didn't learn in school.
- [ ] No, hardly ever
- [ ] Sometimes
- [ ] Most times
- [ ] Yes, definitely

19. In this program, staff encourage students to respect each other's <u>cultures and backgrounds</u>.
- [ ] No, hardly ever
- [ ] Sometimes
- [ ] Most times
- [ ] Yes, definitely

**SCUSD Expanded Learning Programs:**
**Survey for Students**

20. At this program, I can do <u>activities</u> I don't get to do anywhere else.
    - ☐ No, hardly ever
    - ☐ Sometimes
    - ☐ Most times
    - ☐ Yes, definitely

21. I would like the program to have more events that my <u>parent(s)/family</u> can come to.
    - ☐ No, hardly ever
    - ☐ Sometimes
    - ☐ Most times
    - ☐ Yes, definitely

22. Do program staff <u>ask for your ideas</u> about activities? For example, what lesson to go over, or what game to play.
    - ☐ No, never
    - ☐ Yes, for some activities
    - ☐ Yes, for most or all activities

23. Do you get to be a <u>leader</u> in any activities? For example, captain of a team, or in charge of planning an activity.
    - ☐ No, never
    - ☐ Yes, for some activities
    - ☐ Yes, for most or all activities

24. In one sentence, what is your <u>favorite</u> thing about this program?

_____

_____

_____

_____

25. In one sentence, what do you like <u>least</u> about this program?

_____

_____

_____

_____

**SCUSD Expanded Learning Programs:**
**Survey for Students**

26. In one sentence, what do you think would make this program <u>better</u>? For example, different rules, or new activities.

_____

_____

_____

_____

## Has the Program Helped You?

**These questions are about the before- and after-school programs at this school. You might also call the program "ASES", "ASSETS", "0 Period," or "7th Period."**

**The next questions are about what you've gained or learned from the program. We know that different students choose to do different activities in the program -- so you might not agree with every sentence, and that's OK.**

**How much do you agree?**

27. Coming to this program has helped me do better in <u>English or reading</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

28. The program helps me make better <u>decisions</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

29. The program helps me understand my own <u>thoughts and feelings</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

**SCUSD Expanded Learning Programs:**
**Survey for Students**

30. Coming to this program has helped me do better in <u>math</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

31. The program has helped me have better <u>mental health</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

32. The program helps me <u>manage my feelings</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

33. The program helps me understand my <u>friends and classmates.</u>
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

34. The program makes me <u>want to come to school</u>.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

35. Coming to this program has helped me <u>get along</u> with others better.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ I don't know
- ☐ Agree
- ☐ Strongly Agree

**SCUSD Expanded Learning Programs:**
**Survey for Students**

36. Has the program helped your <u>school skills</u> in any of these ways? You can choose more than one.
- ☐ It helps me get my homework done
- ☐ It helps me improve my study habits
- ☐ It helps me improve my grades
- ☐ It helps me improve my test scores
- ☐ It has not helped me with these skills

## Now, A Little About You

**To better understand our students, we'd like to collect some information about your identity. If you prefer not to answer these questions, just choose "Prefer not to say."**

37. Which best describes you? Feel free to self-describe. You can choose more than one.
- ☐ African American
- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Filipino
- ☐ Hispanic or Latino
- ☐ Pacific Islander
- ☐ White
- ☐ Self-describe: _____
- ☐ Prefer not to say

38. Which best describes you?
- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ Self-describe: _____
- ☐ Prefer not to say

**Your voice is very important as we plan future program activities.**
**<u>Thank you</u> for sharing your thoughts!**

# Appendix 4

## Observation Cover Sheet

| Observer initials: | Date: | Day of week: | School: |
|---|---|---|---|
| Start time: | End time: | Expanded Learning Provider: | |

**The goal of this visit is to observe:** ☐ Academics  ☐ Enrichment  ☐ Heath & Wellness   (Column E in *When and Where Plan*)

<table>
<tr><td>

**Activity observed**:

☐ **Academics** (e.g. Homework Hour, Tutoring)

☐ **Enrichment** (e.g. Arts, Clubs)

☐ **Heath & Wellness** (e.g. Social-Emotional Learning, Nutrition/Cooking, Physical Activity, Sports)

</td><td>

**If applicable: 2nd activity observed:**

☐ **Academics** (e.g. Homework Hour, Tutoring)

☐ **Enrichment** (e.g. Arts, Clubs)

☐ **Heath & Wellness** (e.g. Social-Emotional Learning, Nutrition/Cooking, Physical Activity, Sports)

</td></tr>
<tr><td>Student grades, if known:</td><td>Student grades, if known:</td></tr>
<tr><td>Number of students: / Number of staff:</td><td>Number of students: / Number of staff:</td></tr>
<tr><td>Observation start time: / Observation end time:</td><td>Observation start time: / Observation end time:</td></tr>
<tr><td>Describe activity (Name of club? Topic of the lesson? Game/sport being played?):</td><td>Describe activity (Name of club? Topic of the lesson? Game/sport being played?):</td></tr>
</table>

**Also observed:** ☐ Staff meeting before program  ☐ Staff meeting after program  ☐ Parent pickup (K-8 only)

## QS 1: Safe & Supportive Environment

The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.
**Comments are encouraged for every item, but always leave a comment if you leave a 1 or 3.**

| Topic Area | Comments: | Observed especially strong evidence | Observed some evidence | Observed little to no evidence | |
|---|---|---|---|---|---|
| 1.1 Staff use nurturing and supportive language with students. | | 3 | 2 | 1 | |
| 1.2 Staff encourage students to develop their unique strengths. | | 3 | 2 | 1 | |
| 1.3 Staff actively acknowledge positive behavior. | | 3 | 2 | 1 | |
| 1.4 Staff are attentive to students and spend little time not engaged (conversing with each other, on phone, etc.). | | 3 | 2 | 1 | |
| 1.5 If students engage in physically and/or emotionally unsafe behavior, staff calmly intervene. | | 3 | 2 | 1 | N/A |
| 1.6 If welcome/dismissal was observed, staff respectfully welcome/release students. | ☐ Observed welcome  ☐ Observed dismissal | 3 | 2 | 1 | N/A |
| 1.7 If a student gets signed out early, staff escort them to the pickup location. | | 3 | 2 | 1 | N/A |
| 1.8 If outdoors, staff keep a line of sight on students. | | 3 | 2 | 1 | N/A |

## QS 2: Active and Engaged Learning

Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

**Comments are encouraged for every item but always leave a comment if you leave a 1 or 3.**

| Topic Area | Comments: | Observed especially strong evidence | Observed some evidence | Observed little to no evidence | |
|---|---|---|---|---|---|
| 2.1 Staff give students the opportunity to work in groups. | | 3 | 2 | 1 | |
| 2.2 Staff give students the opportunity to work toward a long-term culminating project. *E.g.:*<br>• *Making signs for year-end event.*<br>• *Working on dance routine for multicultural fair.* | | 3 | 2 | 1 | |
| 2.3 Students engage in thought-provoking discussion with each other. | | 3 | 2 | 1 | |
| 2.4 Students actively engage in the group's task or activity. | | 3<br>Most/all students engaged. | 2<br>About half of students engaged. | 1<br>Few/no students engaged. | |
| 2.5 If students finish their task, staff get them started on something else.<br>• *May be part of culminating project (2.2)* | | 3 | 2 | 1 | N/A |

## QS 3: Skill Building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills (creativity, critical thinking, and information & communications technology) and provides activities to help students achieve mastery. **Comments are encouraged for every item but always leave a comment if you leave a 1 or 3.**

| Topic Area | Comments: | Observed especially strong evidence | Observed some evidence | Observed little to no evidence |
|---|---|---|---|---|
| 3.1 Staff communicate the learning goals for each activity. | | 3 | 2 | 1 |
| 3.2 Staff encourage students to use creativity. *E.g.:* <ul><li>*Encouraging risk-taking.*</li><li>*Encouraging brainstorming.*</li><li>*Using/encouraging drawing, art, or symbols.*</li></ul> | | 3 | 2 | 1 |
| 3.3 Staff encourage students to think critically. *E.g.:* <ul><li>*Asking open-ended questions.*</li><li>*"Let's predict what we think will happen next."*</li><li>*"Tell me why you think that."*</li></ul> | | 3 | 2 | 1 |
| 3.4 Students use modern communication & information technology (e.g. computers, tablets, etc.). | | 3 | 2 | 1 |
| 3.5 Staff facilitate youth reflections or offer constructive feedback to help youth learn. | | 3 | 2 | 1 |
| 3.6 Staff help youth make links between the activity and their lives outside of the program. | | 3 | 2 | 1 |

## QS 4: Youth Voice & Leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. **Comments are encouraged for every item but always leave a comment if you leave a 1 or 3.**

| Topic Area | Comments: | Observed especially strong evidence | Observed some evidence | Observed little to no evidence |
|---|---|---|---|---|
| 4.1 Staff give students opportunities to make individual choices. *E.g.:* <br> • *Choosing their own group.* <br> • *Choosing the activity they join.* | | 3 | 2 | 1 |
| 4.2 Staff provide leadership roles for students. *E.g.:* <br> • *6th grader leading a group of 1st graders in an activity.* | | 3 | 2 | 1 |

## QS 6: Diversity, Access and Equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. **Comments are encouraged for every item but always leave a comment if you leave a 1 or 3.**

| Topic Area | Comments: | Observed especially strong evidence | Observed some evidence | Observed little to no evidence |
|---|---|---|---|---|
| 6.1 Staff create opportunities for students to learn about the diversity of others' experiences. | | 3 | 2 | 1 |
| 6.2 Staff adapt activities to accommodate the physical and developmental abilities of all students, and actively encourage their participation. | | 3 | 2 | 1 |
| 6.3 Students and staff share from their diverse experiences and backgrounds. | | 3 | 2 | 1 |

## QS 5: Healthy Choices & Behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle. **Comments are encouraged for every item but always leave a comment if you leave a 1 or 3.**

| Topic Area | Comments: | Observed especially strong evidence | Observed some evidence | Observed little to no evidence | |
|---|---|---|---|---|---|
| 5.1 Students engage in activities about nutrition. | | 3 | 2 | 1 | |
| 5.2 Students engage in physical activity. | | 3 | 2 | 1 | |
| 5.3 Students engage in social-emotional learning activities. <ul><li>*May be a shorter activity, e.g. 10 minutes at start of Homework Hour.*</li></ul> | | 3 | 2 | 1 | |
| 5.4 Staff communicate how healthy choices connect to academic performance and overall wellness. | | 3 | 2 | 1 | |
| 5.5 Staff model good nutrition. *E.g.:* <ul><li>*Juice/water instead of soda/energy drink.*</li><li>*No fast food.*</li></ul> | | 3 | 2 | 1 | |
| 5.6 If students are doing physical activity, staff also participate. | | 3 | 2 | 1 | N/A |
| 5.7 If students are doing physical activity, it is a structured game/activity led by staff. | | 3 | 2 | 1 | N/A |

## Additional Observations, if Applicable

### Staff Meeting (before or after program)

| Observation start time: | Observation end time: | Did you observe the whole meeting? ☐ Y ☐ N |
|---|---|---|
| **How many staff participated?** | | |
| **Briefly summarize what was discussed, without student identifying information:** | | |

### Parent Pickup (not counting individual students signing out)

| Observation start time: | Observation end time: | Did you observe the whole pickup period? ☐ Y ☐ N |
|---|---|---|
| **What were provider staff doing during parent pickup?** | | |
| **How many staff had conversations – more than a quick greeting – with parents?** | | |
| **Describe overall observations about parent-staff interaction:** | | |

## Observer Synthesis

**To do <u>after</u> observation. Please provide a 1-2 sentence description of the overall quality of each domain.**

| |
|---|
| **QS 1: Safe & Supportive Environment** |
| **QS 2: Active and Engaged Learning** |
| **QS 3: Skill Building** |
| **QS 4: Youth Voice & Leadership** |
| **QS 6: Diversity, Access and Equity** |
| **QS 5: Healthy Choices & Behaviors** |

# Appendix 5

**Principal Interview Guide**

1. To start with, please take a moment and tell us, how long you have been the Principal of your school?
2. Have you had any experience with SCUSD's Expanded Learning Programs other than as the Principal of your current school?
    a. If so, based on those experiences, what's your general impression of the Expanded Learning Programs?

*Today we are interested in learning about your perspective on the Expanded Learning provider at your school. These questions will be focused on the current school you work at.*

3. How long has your school been working with the [Provider]?
4. Can you describe how the [Provider] staff, and the school staff work together?
    a. How often do teachers and the [Provider] staff work together?
    b. Do teachers communicate with the [Provider] staff about what's going on in class?
5. Have you seen your students benefit from participating in the [Provider] program?
    a. How have you seen students benefit?
    b. Have you seen students benefit academically?

*These are the standards the programs are held to by the district. We'd like to know how you think the program is doing in each of these areas. If you don't have an opinion on all of them, that's OK.*

1. Safe and supportive environment: The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.

2. Active and engaged learning: Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.

3. Skill building: The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

4. Youth voice and leadership skills: The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

5. Healthy choices: The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy lifestyle.

6. Diversity, access, and equity: The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

6. Of these 6, are there any that you see the program as really doing well in?
7. Are there any you'd like to see more of? Or where you think they have room for improvement?

*These are the standards the programs are held to by the district. We'd like to know how you think the program is doing in each of these areas. If you don't have an opinion on all of them, that's OK.*

7. Quality staff: The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs.

8. Clear vision, mission, and purpose: The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.

9. Collaborative partnerships: The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

10. Continuous quality improvement: The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

11. Program management: The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.

12. Sustainability: The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

8. Of these 6, are there any that you see the program as really doing well in?
9. Are there any you'd like to see more of? Or where you think they have room for improvement?
10. If the [Provider] was interested in engaging more parents and caregivers – having more attend special events, give their input into programming, or even volunteer – what suggestions would you have for them to increase parent involvement?
11. What other feedback do you have to improve the program for students?
12. Is there anything else you would like to share that we have not discussed today?