West Contra Costa Unified School District *Office of the Superintendent* 

Friday Memo May 3, 2019

# **Upcoming Events – Matthew Duffy**

- May 4: Cinco de Mayo Parade, 24th & Barrett, 10:00 AM
- May 7: AASAT Meeting, DeJean, 6:00 PM
- May 8: Board of Education, DeJean, 6:30 PM
- May 9: Spring Concert, El Cerrito High Theater, 6:30 PM
- May 10: Ed Fund Soaring to Excellence Event, Richmond Country Club, 6:30 PM
- May 13: Board of Education / Pinole City Council Joint Meeting, Pinole Middle Sch, 6:30 PM
- May 14: Solutions Team, UTR Office, 11:00 AM
- May 14: Stege Community Meeting, Stege Elementary, 6:30 PM
- May 15: Facilities Subcommittee, FOC, 3:00 PM
- May 15: Governance Committee, Alvarado Room 10, 6:00 PM
- May 16: Crespi Multicultural Night, Juan Crespi MS, 5:30 PM
- May 16: CBOC Meeting, FOC, 6:15 PM
- May 21: African American Students of Honor Celebration, Craneway Pavilion, 6:00 PM
- May 22: Board of Education Meeting, DeJean, 6:30 PM
- May 23: District Retirement Event, Richmond Country Club, 5:00-7:00 PM
- May 25: Middle College Graduation, Richmond Auditorium, 10:00 AM

# Next Week's Board Meeting - Matt Duffy

Closed Session for the May 8 meeting will begin at 5:00 PM.

# Upcoming Agenda Items - May 8 - Matt Duffy

Roadmap Update Positive Climate Update ELA Adoption

# Love Learn Success and Questions About Expanded Learning - Marcus Walton

In response to questions posed regarding our expanded learning programs and the Love Learn Success contract, Katharine Sullivan, our after school coordinator, crafted the following response:

All WCCUSD Expanded Learning Programs (ELPs) are evaluated on an annual basis. The WCCUSD ELP office and our community based partners serving as ELP Lead Agencies utilize the evaluation data to drive the continuous program improvement cycle, design professional development, and strengthen strategies for alignment with the traditional school day.

The annual evaluation process includes the following elements:

- Quarterly Reports on progress towards program goals
- Fall PQA Self-Assessments
- Fall and spring PQA external assessments
- Program attendance data

# West Contra Costa Unified School District *Office of the Superintendent*

- Survey data from students, families, WCCUSD administrators, and teachers
- Comparison of participant data (school day attendance, SBAC scores, Early Literacy assessments, GPA, and reclassification rates) to the data of their non participant peers.

Below is a link to the Love Learning Success (LLS) quarterly reports for the current year as well as a link to the District's comprehensive evaluation report. The site specific profiles for all school sites where LLS served as the ELP lead agency during the 2017-18 school year, the 2018-19 site profiles will be available in August.

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https://www.wccusd.net/Page/11661
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# https://www.wccusd.net/Page/5283

I also wanted to provide a little background information on the the ASES/21st Century programs in WCCUSD. The 30 WCCUSD Expanded Learning Programs funded through our ASES/21st Century grant awards operate in collaboration with community-based, nonprofit organizations who serve as the lead agency. All ASES/21st Century funded programs are operated at no cost to families. Our community based partners are Bay Area Community Resources (BACR), Love.Learn.Success (LLS), The Boys & Girls Club of Contra Costa, and the YMCA. Lead Agency partners qualify through the District's annual RFQ process.

Prior to the 2010-11 school year certificated and classified district employees staffed the WCCUSD after school programs funded by ASES/21st Century. WCCUSD made the decision to close those positions and contract the services out to community-based organizations due to the cost associated with increases in salary and benefits.

In 2001 ASES funding was authorized through CA proposition 49, the approved daily reimbursement rate per student per day was \$7.50. The original daily rate was in effect through July 2017, the current reimbursement rate is \$8.19 per day per student. Given the rising cost of hourly rates and benefits the district cannot afford to staff the programs while meeting the minimum grant requirements.

- All ASES/21st Century programs must have a dedicated coordinator.
- All programs must begin immediately upon dismissal from the school day and operate until 6:00 PM every day school is in session.
- The ASES/21st Century programs are attendance reimbursement programs, sites must achieve their attendance goals to receive the full grant award.
- All programs must be staffed at the 1:20 staff to student ratio. Therefore, an elementary site with a target attendance/grant award to serve 84 students must have one dedicated coordinator and four group leaders. In addition to background clearance all program staff must have a minimum of 48 semester units and/or pass the District Instructional Aide.

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All ASES/21st Century programs are required to offer three daily components: academic skill building, enrichment activities, and snack/supper. Prior to contracting with an organization to serve as the lead agency the organization collaborates with the school site leadership team including certificated ELP teacher to develop a program plan. The program plan aligns with the school sites SPSA and identifies three primary goals based on the sites academic, climate, and attendance data.

If you have additional questions regarding this information, please contact Community Engagement Director Martine Blake.

# Colbi Technologies - Professional Services - Lisa LeBlanc

On May 8, 2019, staff will bring forward a new Program Management Software, Colbi Technologies in the amount of \$140,000, to provide District-wide capital improvement project management and reporting. The Bond, Facilities and Maintenance departments manage many capital improvement projects each year. This software will enable staff to incorporate the district's account code structure and internal control processes for multi-year project budgeting, development, contract award, modification, and payments. District staff anticipates that Colbi will provide comprehensive financial and project reports for management and the CBOC. On April 30, 2019, staff hosted a demonstration of the software with members of the Citizen's Bond Oversight Committee and Board President Panas. The demonstration highlighted various financial reports that would be available to staff, key stakeholders, CBOC members and the community at large with a click of a button from the District website. Bond program staff would enter project budgets, contracts and invoices into Colbi which are currently being tracked manually on various spreadsheets. Overall, staff believes the key benefits of implementing Colbi include: greater transparency, cost-efficiency, timely reporting, and successful implementation of various audit recommendations.

# Roebbelen Construction Management - Pinole Valley High School - Lisa LeBlanc

At the Board meeting on May 8, 2019, staff will bring forward an amendment to Roebbelen Construction Management Services in the amount of \$678,012 for continued services at Pinole Valley High School through October 2019. The ongoing construction management services would be billed hourly as needed to complete and close out the Campus Replacement project as well as oversight of the interim campus demolition and demobilization that will be taking place during the summer.

# WCCUSD Expanded Learning Programs 2017 - 18 Program Profile

# Fairmont Elementary School

# Love.Learn.Success.

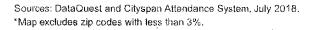
School Year I	Program <i>i</i>	Attendance	and	Enrollment
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· ·	This Program	Avg ES Programs
Unduplicated Youth Served	113	118
· · · · · · · · · · · · · · · · · · ·	This Program	Avg ES Programs
Program Attendances	14,711	14,571
Progress Toward Grant Goal	98%	85%

#### Participant Demographic Information

Grade	This Program	School Site
Kindergarten	0%	13%
1st Grade	16%	15%
2nd Grade	13%	1 <b>4%</b>
3rd Grade	19%	15%
4th Grade	16%	12%
5th Grade	20%	16%
6th Grade	16%	14%
Gender	This Program	School Site
Male	54%	55%
Female	<sup>T</sup> 46%	45%
	This	School

Race/Ethnicity	Program	Site
African American	10%	10%
American Indian or Alaska Native	D%	0%
Asian/Pacific Islander	37%	28%
L'atino de la companya de la company	45%	
White	8%	19%
Other	0%	9%



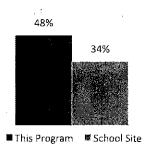
	This Program	Avg ES Programs
Average Program Days Attended	130	120
- Marine - Bando Sa Magadagi BB BB Ala sa	This Program	Avg ES Programs
Average Daily Attendance	82	81

(ADA) 82 81

Source: Cityspan Attendance System, July 2018.

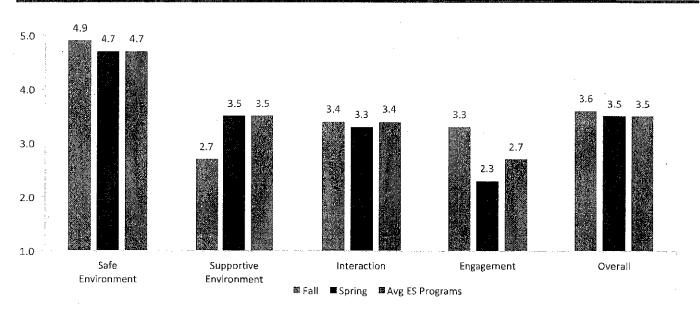
#### English Language Learners

### Proportion of ELL Students



Zip Code\*

#### Site Visit Summary



Fall and Spring - this program's scores in each domain from the Expanded score Learning Office's site visit in the Fall and Spring.

Avg ES Programs - average of all Elementary School programs overall score in each domain from a combination of the Expanded Learning Office's Fall and Spring site visits.

Safe Environment4.8Interaction3.4A. Psychological and emotional safety is promoted.4.5L. Staff encourages children to manage resolve conflicts appropriately.NAB. Physical Environment is safe and fee of health hazards.5.0M. Children have opportunities to develop a sense of belonging.3.0C. Appropriate emergency procedures and supples are present.4.5N. Children have opportunities to practice leadership skills3.0D. Program Space/Furnitize accommodate the activities.5.0S. Staff engages with children in positive ways.4.8E. Healthy food and drinks are provided.5.0Engagement2.8Supportive Environment3.1P. Children have opportunities to make plans. ways.3.0G. Session flow is planned, presented, and paced for children.4.0R. Children have opportunities to reflect. 1.71.7H. Activities support active engagement.2.3S. Children have opportunities to reflect. 1.771.77S. Staff support children in building skills.2.2This Program - average of the Expanded Learning off site visit domain score and item level score in the Fall spring.I. Staff support children with encouragement.3.0Spring.		This Program		This Program
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	· · ·	N/A		

Sources: District Site Visit SAPQA scores, 2017-18. Site self-assessment scores are not included in analysis. "N/A" indicates this scale was not scored for this site.

### YOUTH FEEDBACK

N=51

Safety	This Program	Avg ES Programs
I feel safe in this program.	96%	91%
If I have a conflict, the adults in this program ask for my ideas about how to resolve it.	86%	78%
es et al. So in a second contract with the second second second second second to the second second second secon In this program, I resolve conflicts without anyone getting hurt.*	81%	80%
Supportive Environment		
There is an adult who cares about me in this program.	84%	91%
In this program, there is an adult who wants me to do my best.	94%	94%
Interaction		
I feel like I belong at this program.	82%	80%
I get to help ofher students in this program.	69%	78%
I have a friend in this program who really cares about me.	80%	88%
Engagement		
The adults in this program listen to what I have to say.	80%	83%
The adults in this program listen to what I have to say. During program activities, I get to choose what to do or how to do it.	80% 37%	83% 47%
The adults in this program listen to what I have to say. During program activities, I get to choose what to do or how to do it.		
The adults in this program listen to what I have to say. During program activities, I get to choose what to do or how to do it.	37% This	47% Avg ES
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The adults in this program listen to what I have to say. During program activities, I get to choose what to do or how to do it. irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school.	37% This Program 84%	47% Avg ES Programs 81%
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#### New Skills and Experiences

I feel proud of things I've done in this program.

NEW JAUES BLUE KUMERTERSES		нан, анулгандулинуунд оо доогдоогдоогдоогдоогдоогдоогдоогдоо
In this program, I learned how to do something new.	87%	83%
In this program, i learned new information about a topic that interests me.*	81%	71%

Source: Youth Survey, Spring 2018. Represents the percent of youth who responded positively to the question.

\*This item was asked of youth in 5th grade and up only.

87%

89%

#### PARENT FEEDBACK

#### N=50

#### **Program Quality**

Safety and Support	This Program (A)	This Program (SA)	Avg ES Programs (SA)
This expanded learning program is a safe place for my child.	8%	92%	67%
Vy child feels comfortable with the expanded learning staff.	12%	88%	65%
There is an adult in this program my child can talk to about her or his problems.	37%	61%	59%
Interaction and Engagement			
n this program, my child has opportunities to try new things.	32%	68%	59%
This program provides activities that meet my child's interests and talents, such as sports, clubs, and music.	20%	78%	<b>59%</b>
n this program, my child has opportunities to develop leadership skills.	31%	67%	59%

#### **Direct Program Outcomes**

	· · · · · · · · · · · · · · · · · · ·	A sector and the sector of	
	This	This	Avg ES
	Program	Program	Programs
Academic Behaviors	(A)	(SA)	(SA)
This program teaches skills that help my child in school.	28%	72%	56%
My child's attitude toward school has improved since coming to this program.	28%	70%	52%

### **Engagement and Satisfaction**

Parent Engagement	This Program (A)	This Program (SA)	Avg ES Programs (SA)
At least one expanded learning program staff recognizes me when I visit.	16%	84%	68%
The expanded learning staff members listen to me when I have a guestion or comment.	16%	84%	66%
There are opportunities for parent participation in this program.	32%	66%	54%
School Engagement			
Because my child is in this expanded learning program, I am more involved at my child's school.	44%	50%	44%
Because my child is in this expanded learning program, I know more about what goes on in the school day	32%	62%	.49%
Parent Satisfaction			
My child tells me good things about this expanded learning program.	24%	76%	61%
Because my child is in this program, I can go to school or work.	6%	e <b>90%</b> edit	5 73% š
How satisfied are you with this expanded learning program? (% Satisfied or Very Satisfied)	4%	96%	69%

Source: Parent Survey, Spring 2018. Represents the proportion of parents who responded "Agree (A)" or "Strongly Agree (SA)", except where noted. The response option "I Don't Know" was excluded from analysis.

#### STAFF FEEDBACK

#### School Day and ELP Collaboration

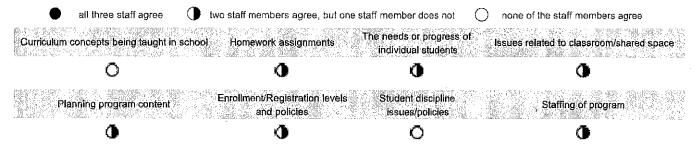
Principals, Site Supervisors, Expanded Learning Program Lead Teachers, and other School Day staff were asked the following questions about their collaboration. Principals, Site Supervisors, and Lead Teachers responded to additional questions compared to other School Day staff; results to those questions are not reported here because of the low number of respondents. Respondents were asked to rate their agreement with each statement on a scale of "Strongly Agree" to "Strongly Disagree".

Familiarity with the ELP	All Staff: N=11	No	Yes, <5 times	Yes, ≥ 5 times
Have you visited the Expanded Learning Program at your site this year?		27%	18%	55%
Relationship Between the ELP and the School Day		B	This Program	Avg ES Programs
There is a strong partnership between the ELP and the school.			67%	86%
The Site Supervisor keeps administration informed of important decisions and issues rel	lated to program policy.	nder de Name	100%	87%
Teachers are willing to collaborate with the ELP staff.			33%	82%
ELP staff are responsive to ideas and suggestions from school staff.			83%	90%
ELP staff reach out to teachers to identify the needs of students.			50%	74 <b>%</b>
School staff are encouraged to visit the program.			83%	77%
ELP staff follow through with the commitments they make to school staff.			100%	83%
ELP staff transmit important information about children and parents to appropriate schoo	of staff in a timely fashic	ņ.	67%	77%
ELP staff take care of the space the school provides for the program.			67%	79%
Curriculum and instruction in the ELP reinforce concepts laught during the school day.			67%	71%
The ELP has enough capacity to serve all interested students.			67%	60%
The program is well coordinated with other after school activities at the school.			50%	79%

Source: Staff survey. Frequent visitors are those who had visited the site 5 or more times. Represents the proportion of staff who responded "Strongly Agree" or "Agree" to the question: other response options included "Strongly Disagree", "Disagree", and "I Don't Know". Data not provided for sites with 5 or fewer responses.

#### **Alignment Between Leadership Staff**

Staff in leadership roles (Principal, Site Supervisor and Lead Teacher) were asked how often adminstrators talk with the Site Supervisor about various topics. We measured whether these staff members agree about the frequency of communication. The symbols indicate:



Source: Staff Survey, Spring 2018, Only includes staff who are in a leadership role (Principal, Site Supervisor, Expanded Learning Lead Teacher), Response options included; "Never"; "1 to 2 times a semester"; "Once a month"; "At least 2 to 3 times a month". Data not provided for sites without survey responses from all three leadership roles.

#### ACADEMIC CONTEXT

#### English Language Learner Reclassification

		This Program	
2017-18 School Year	2	14%	16%
The second s		n = 9	n = 35

#### School Day Attendance

	This	School
	Program	Site
Average School Day Attendance Rate	96%	95%
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Average attendance rate reflects all students for whom there was data for a given year.

#### Smarter Balanced Assessment Consortium (SBAC) Achievement Levels

English Language Arts	This Program	School Site
Standard Not Met (1)	35%	28%
Standard Nearly Met (2)	36%	26%
Standard Met (3)	13%	25%
Standard Exceeded (4)	16%	21%

	This	School
	Program	Sile
Standard Not Met (1)	39%	34%
Standard Nearly Met (2)	30%	32%
Standard Met (3)	21%	16%
Standard Exceeded (4)	10%	18%

Source: 2017-18 WCCUSD Student Data. Students with no scores were excluded from analysis.

# WCCUSD Expanded Learning Programs 2017 - 18 Program Profile

# Ford Elementary School

# Love.Learn.Success.

## School Year Program Attendance and Enrollment

	This Program	Avg ES Programs
Unduplicated Youth Served	163	118
<ul> <li>In the large strength and we was had a set of the strength of the strength of the set of the set</li></ul>	or floor, commente (	annun all laden ihre finsk
	This	Avg ES
	Program	Programs
Program Attendances	21,021	14,571
Progress Toward Grant Goal	83%	85%

#### Participant Demographic Information

Grade	This Program	School Site
Kindergarten	0%	15%
1st Grade	15%	13%
2nd Grade	18%	16%
3rd Grade	18%	15%
4th Grade	20%	15%
5th Grade	17%	14%
6th Grade	13%	13%
Gender	This Program	School Site
Male	50%	50%
Female	50%	50%
	This	School

Race/Ethnicity	Program	Site
African American	9%	5%
American Indian or Alaska Native	0%	0%
Asian/Pacific Islander	9%	9%
Latino	76%	81%
White	6%	4%
Other	0%	-1%

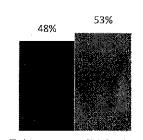
Sources: DataQuest and Cityspan Attendance System, July 2018, \*Map excludes zip codes with less than 3%.

	This Program	Avg ES Programs
Average Program Days Attended	129	120
مرور در مرور میروند. مرور مرور مرور مرور مرور مرور مرور مرور	This Program	Avg ES Programs
Average Daily Attendance (ADA)	117	81

Source: Cityspan Attendance System, July 2018.

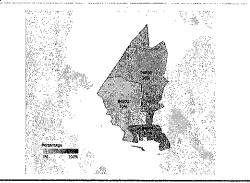
#### **English Language Learners**

#### **Proportion of ELL Students**

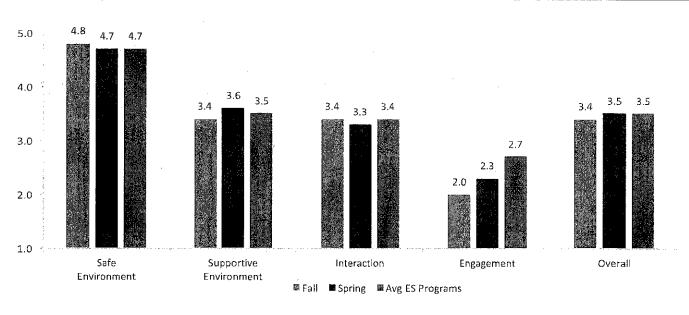


This Program 🛛 🕷 School Site

#### Zip Code\*



#### Site Visit Summary



Fall and Spring - this program's scores in each domain from the Expanded Learning Office's site visit in the Fall and Spring.

Avg ES Programs - average of all Elementary School programs' overall score in each domain from a combination of the Expanded Learning Office's Fall and Spring site visits.

	This Program
Safe Environment	4.8
A. Psychological and emotional safety is promoted.	4,5
B. Physical Environment is safe and fee of health hazards.	4.8
C. Appropriate emergency procedures and supplies are present.	4.6
D. Program Space/Furniture accommodate the activities.	5.0
E: Healthy food and drinks are provided.	5.0
Supportive Environment	3.5
F. Staff provide a welcoming atmosphere.	5.0
G. Session flow is planned, presented, and paced for children.	3.8
H. Activities support active engagement.	2.7
I. Staff support children in building skills.	3.1
J. Staff support children with encouragement	3.0
K. The physical environment is flexible and child-centered.	N/A

	marrogram
Interaction	3.4
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	N/A
M. Children have opportunities to develop a sense of belonging.	3.3
N. Children have opportunities to practice leadership skills:	23
O. Staff engages with children in positive ways.	4.5
Engagement	2.2
P. Children have opportunities to make plans.	1.0
Q. Children have opportunities to make choices based on their interests.	1.0
R. Children have opportunities to reflect.	1.7
S. Children are encouraged to exercise independence and take on responsibilities.	<b>5.0</b>
This Program - average of the Expanded Le site visit domain score and item level score i	-

Spring.

Sources: District Site Visit SAPQA scores, 2017-18. Site self-assessment scores are not included in analysis. "N/A" indicates this scale was not scored for this site.

This Program

YOUTH FEEDBACK

N=79

Calain	This	Avg ES
Safety I feel safe in this program.	Program 66%	Programs 91%
	67%	医尿管 经收益股
If I have a conflict, the adults in this program ask for my ideas about how to resolve it.	のなる。際	78%
In this program, I resolve conflicts without anyone getting hurt.*	41%	80%
There is an adult who cares about me in this program.	81% NGA9 COMP NOT	91%
In this program, there is an adult who wants me to do my best.	77%	94%
Interaction		
I feel like I belong at this program.	53%	80%
I get to help other students in this program.	66%	78%
I have a friend in this program who really cares about me.	79%	88%
Engagement		
The adults in this program listen to what I have to say.	62%	83%
During program activities, I get to choose what to do or how to do it.	31%	47%
	, This	Avg ES
irect Outcomes Academic Skills and Behaviors	This Program	Avg ES Programs
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school.	This Program 58%	Avg ES Programs 81%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work.	This Program 58% 50%	Avg ES Programs 81%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning.	This Program 58% 50% 55%	Avg ES Programs 81%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work.	This Program 58% 50%	Avg ES Programs 81%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning.	This Program 58% 50% 55%	Avg ES Programs 81% 78% 78%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident taking in class.*	This Program 58% 50% 55%	Avg ES Programs 81% 78% 78%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident talking in class.* Social Emotional Skills	This Program 58% 50% 55% 42%	Avg ES Programs 81% 78% 78% 65%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident falking in class.* Social Emotional Skills This program helps me listen to others. In this program, I learn how to work out my problems.	This Program 58% 50% 55% 42% 48%	Avg ES Programs 81% 78% 65% 80%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident talking in class.* Social Emotional Skills This program helps me listen to others. In this program, I learn how to work out my problems.	This Program 58% 50% 55% 42% 48% 48%	Avg ES Programs 81% 78% 65% 80% 80%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident talking in class.* Social Emotional Skills This program helps me listen to others. In this program, I learn how to work out my problems. This program helps me to make friends.	This Program 58% 50% 55% 42% 48% 48%	Avg ES Programs 81% 78% 65% 80% 80%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident talking in class.* Social Emotional Skills This program helps me listen to others. In this program, I learn how to work out my problems. This program helps me to make friends. Sense of Mastery	This Program 58% 55% 42% 42% 48% 59% 56%	Avg ES Programs 81% 78% 65% 80% 80% 77%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident talking in class.* Social Ernotional Skills This program helps me listen to others. In this program, I learn how to work out my problems. This program helps me to make friends. Sense of Mastery I am better at something I used to think was hard.	This Program 58% 50% 55% 42% 48% 48% 59% 56%	Avg ES Programs 81% 78% 78% 65% 80% 80% 77% 74%
irect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school work. Iteam how to do things in this program that help with my school work. This program helps me enjoy learning. Because of this program, I feel more confident talking in class.* Social Emotional Skills This program helps me listen to others. In this program. I learn how to work out my problems. This program helps me to make friends. Sense of Mastery I am better at something I used to think was hard. This program helps me work hard toward my goals:	This Program 58% 55% 42% 48% 59% 56% 51% 57%	Avg ES Programs 81% 78% 65% 80% 80% 77% 74% 81%
irect Outcomes         Academic Skills and Behaviors         This program helps me feel like a part of my school.         Ilearn how to do things in this program that help with my school work.         This program helps me enjoy learning.         Because of this program, I feel more confident talking in class.*         Social Emotional Skills         This program helps me listen to others.         In this program, I learn how to work out my problems.         This program helps me to make friends.         Sense of Mastery         I am better at something I used to think was hard.         This program helps me work hard toward my goals.         I feel proud of things I/ve done in this program.	This Program 58% 55% 42% 48% 59% 56% 51% 57%	Avg ES Programs 81% 78% 65% 80% 80% 77% 74% 81%

Source: Youth Survey, Spring 2018. Represents the percent of youth who responded positively to the question. \*This item was asked of youth in 5th grade and up only.

# PARENT FEEDBACK

N=31

rogram Quality			
Safety and Support	This Program (A)	This Program (SA)	Avg ES Programs (SA)
This expanded learning program is a safe place for my child.	33%	63%	67%
My child feels comfortable with the expanded learning staff.	28%	62%	65%
There is an adull in this program my child can talk to about her or his problems.	39%	57%	59%
Interaction and Engagement			
In this program, my child has opportunities to try new things.	42%	52%	59%
This program provides activities that meet my child's interests and talents, such as sports, clubs, and music.	37%	57%	59%
In this program, my child has opportunities to develop leadership skills.	30%	67%	59%

### **Direct Program Outcomes**

	This	This	Avg ES
Academic Behaviors	Program (A)	Program (SA)	Programs (SA)
This program teaches skills that help my child in school.	. 41%	55%	56%
My child's attitude toward school has improved since coming to this program.	47%	43%	52%

#### **Engagement and Satisfaction**

Parent Engagement	This Program (A)	This Program (SA)	Avg ES Programs (SA)
At least one expanded learning program staff recognizes me when I visit.	47%	50%	68%
The expanded learning staff members listen to me when I have a question or comment:	<b>39%</b>	52%	66%
There are opportunities for parent participation in this program.	53%	40%	54%
School Engagement		1 March 1 (1974) 17 (1974)	
Because my child is in this expanded learning program, I am more involved at my child's school.	43%	43%	44%
Because my child is in this expanded learning program, I know more about what goes on in the school day.	38%	48%	49%
Parent Satisfaction			
My child tells me good things about this expanded learning program.	39%	46%	61%
Because my child is in this program, I can go to school or work.	29%	61% 4	73%
How satisfied are you with this expanded learning program? (% Satisfied or Very Satisfied)	39%	52%	69%

Source: Parent Survey, Spring 2018. Represents the proportion of parents who responded "Agree (A)" or "Strongly Agree (SA)", except where noted. The response option "I Don't Know" was excluded from analysis.

#### STAFF FEEDBACK

#### **School Day and ELP Collaboration**

Principals, Site Supervisors, Expanded Learning Program Lead Teachers, and other School Day staff were asked the following questions about their collaboration. Principals, Site Supervisors, and Lead Teachers responded to additional questions compared to other School Day staff; results to those questions are not reported here because of the low number of respondents. Respondents were asked to rate their agreement with each statement on a scale of "Strongly Agree" to "Strongly Disagree".

Familiarity with the ELP	All Staff: N=11	No	Yes, <5 times	Yes, ≥ 5 times
Have you visited the Expanded Learning Program at your site this year?		9%	36%	55%
Relationship Between the ELP and the School Day	Frequent Visitors: n=6	abban 1966 (American Street	This Program	Avg ES Programs
There is a strong partnership between the ELP and the school.			100%	86%
The Site Supervisor keeps administration informed of important decisions and issues r	elated to program policy.		100%	87%
Teachers are willing to collaborate with the ELP staff.			100%	82%
ELP staff are responsive to ideas and suggestions from school staff.			100%	90%
ELP staff reach out to teachers to identify the needs of students.			67%	74%
School staff are encouraged to visit the program.			83%	77%
ELP staff follow through with the commitments they make to school staff.			100%	83%
ELP staff transmit important information about children and parents to appropriate sch	ool staff in a timely fashior	) ) )	100%	77%
ELP staff take care of the space the school provides for the program.		X	100%	79%
Curriculum and instruction in the ELP reinforce concepts taught during the school day.			83%	71%
The ELP has enough capacity to serve all interested students.			100%	60%
The program is well coordinated with other after school activities at the school.			100%	79%

Source: Staff survey. Frequent visitors are those who had visited the site 5 or more times. Represents the proportion of staff who responded "Strongly Agree" or "Agree" to the question; other response options included "Strongly Disagree", "Disagree", and "I Don't Know". Data not provided for sites with 5 or fewer responses.

#### **Alignment Between Leadership Staff**

Staff in leadership roles (Principal, Site Supervisor and Lead Teacher) were asked how often administrators talk with the Site Supervisor about various topics. We measured whether these staff members agree about the frequency of communication. The symbols indicate:

all three staff agree	two staff members agree, but one s	staff member does not	none of the staff members agree
Ourriculum concepts being taught in sch	col Homework assignments	The needs or progress of individual students	ssues related to classroom/shared space
0		•	0
Planning program content	Enrollment/Registration levels and policies	Student discipline	Staffing of program
•	•	۲	0

Source: Staff Survey. Spring 2018. Only includes staff who are in a leadership role (Principal, Site Supervisor, Expanded Learning Lead Teacher). Response options included: "Never"; "1 to 2 times a semester"; "Once a month"; "At least 2 to 3 times a month". Data not provided for sites without survey responses from all three leadership roles.

#### ACADEMIC CONTEXT

#### English Language Learner Reclassification

	This Program	School Site
2017-18 School Year	19%	13%
and a second	n = 18	n = 38

#### **School Day Attendance**

		This Program	School Site
Average School Day Att	andance Rate	95%	94%
Average attendance rate	reflects all students for whom there was data for a given year.	· · · · · · · · · · · · · · · · · · ·	

#### Smarter Balanced Assessment Consortium (SBAC) Achievement Levels

English Language Arts	This Program	School Site
Standard Not Met (1)	48%	46%
Standard Nearly Met (2)	26%	27%
Standard Met (3)	21%	21%
Standard Exceeded (4)	5%3	******** <b>6%</b>

Mathematics	This Program	School Site
Standard Not Met (1)	51%	54%
Standard Nearly Met (2)	34%	34%
Standard Met (3)	12%	10%
Standard Exceeded (4)	2%	2%

Source: 2017-18 WCCUSD Student Data. Students with no scores were excluded from analysis.

# WCCUSD Expanded Learning Programs 2017 - 18 Program Profile

# Grant Elementary School

## Love.Learn.Success.

# School Year Program Attendance and Enrollment

	This Program	Avg ES Programs
Unduplicated Youth Served	204	118
· · · · · · · · · · · · · · · · · · ·	and the second second	· · · · · · · · · · ·
	This	Avg ES
	Program	Programs
Program Attendances	19,747	14,571
Progress Toward Grant Goal	68%	85%

#### **Participant Demographic Information**

	This	School
Grade	Program	Site
Kindergarten	10%	21%
1st Grade	16%	16%
2nd Grade	13%	12%
3rd Grade	20%	14%
4th Grade	18%	13%
5th Grade	15%	14%
6th Grade	9%	11%
Gender	This Program	School Site
and the second determined at the second state of the second state of the second state of the second state of the	n i lervesry istriction	
Male	56%	54%
Female	44%	<b>46%</b>

Race/Ethnicity	This Program	School Site
African American	13%	6%
American Indian or Alaska Native	0%	0%
Asian/Pacific Islander	5%	5%
Latino	81%	87%
White	0%	2%
Other	0%	1%

97 120 Attended Avg ES This Program Programs Average Daily Attendance 110 81 (ADA) Source: Cityspan Atlendance System, July 2018.

Avg ES

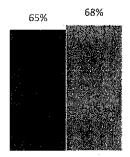
Programs

This Program

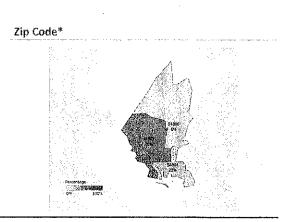
#### **English Language Learners**

Average Program Days

# **Proportion of ELL Students**

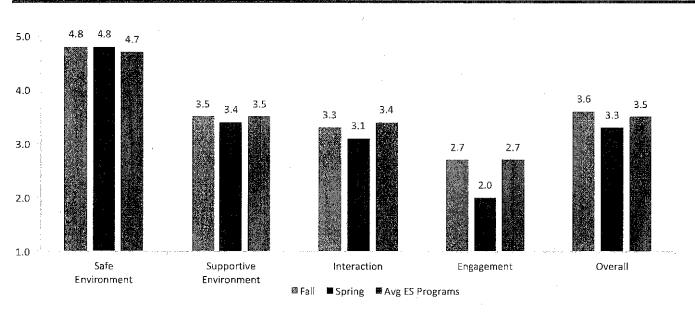


This Program 🦉 School Site



Sources: DataQuest and Cityspan Atlendance System, July 2018. \*Map excludes zip codes with less than 3%.

#### **Site Visit Summary**



Fall and Spring - this program's scores in each domain from the Expanded score in each domain from the Expanded score in each domain f

Avg ES Programs - average of all Elementary School programs' overall score in each domain from a combination of the Expanded Learning Office's Fall and Spring site visits.

	This Program
Safe Environment	4.8
A. Psychological and emotional safety is promoted.	<b>5.0</b>
B. Physical Environment is safe and fee of health hazards.	5.0
C. Appropriate emergency procedures and supplies are present:	<b>4.4</b>
D. Program Space/Furniture accommodate the activities.	4.8
E. Healthy food and drinks are provided.	5.0
Supportive Environment	3.5
F. Staff provide a welcoming atmosphere. G. Session flow is planned, presented, and	4.0
paced for children.	4.6
H. Activities support active engagement.	3.0
I. Staff support children in building skills.	3.2
J. Staff support children with encouragement.	2:5

K. The physical environment is flexible and N/A child-centered.

	This Program
Interaction	3.2
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	NA
M. Children have opportunities to develop a sense of belonging.	3.8
N. Children have opportunities to practice leadership skills.	2.7
O. Staff engages with children in positive ways.	3.3
Engagement	2.3
P. Children have opportunities to make plans	1.0
Q. Children have opportunities to make choices based on their interests.	2.0
R. Children have opportunities to reflect.	2,9
S. Children are encouraged to exercise independence and take on responsibilities.	4.0
This Program - average of the Expanded Le site visit domain score and item level score	5

Spring.

Sources: District Site Visit SAPQA scores, 2017-18. Site self-assessment scores are not included in analysis. "N/A" indicates this scale was not scored for this site,

YOUTH FEEDBACK

N=91

Safety	This Program	Avg ES Programs
feel safe in this program.	97%	91%
f I have a conflict, the adults in this program ask for my ideas about how to resolve it.	84%	78%
n this program, I resolve conflicts without anyone getting hurt.*	91%	80%
Supportive Environment		
There is an adult who cares about me in this program.	86%	91%
n this program, there is an adult who wants me to do my best.	99%	94%
Interaction		
feel like I belong at this program.	93%	80%
get to help other students in this program.	76%	78%
have a friend in this program who really cares about me.	91%	88%
Engagement		
The adults in this program listen to what I have to say.	92%	83%

#### **Direct Outcomes**

Academic Skills and Behaviors	This Program	Avg ES Programs
This program helps me feel like a part of my school.	91%	81%
I learn how to do things in this program that help with my school work.	89%	78%
e as an	92%	78%
Because of this program, I feel more confident talking in class.*	79%	65%
Social Emotional Skills		
This program helps me listen to others.	89%	80%
In this program, I learn how to work out my problems.	87%	80%
er example of the second second second of the second of th	79%	77%
Sense of Mastery		
I am better at something I used to think was hard.	84%	74%
This program helps me work hard toward my goals	90%	81%
I feel proud of things I've done in this program.	98%	87%
New Skills and Experiences		
In this program, I learned how to do something new.	92%	83%
In this program, I learned new information about a topic that interests me.*	94%	71%

Source; Youth Survey, Spring 2018. Represents the percent of youth who responded positively to the question.

\*This item was asked of youth in 5th grade and up only.

# PARENT FEEDBACK

N=41

Safety and Support	This Program (A)	This Program (SA)	Avg ES Programs (SA)
This expanded learning program is a safe place for my child.	37%	63%	67%
My child feels comfortable with the expanded learning staff:	39%	61%	65%
There is an adult in this program my child can talk to about her or his problems.	38%	57%	59%
Interaction and Engagement			
In this program, my child has opportunities to try new things.	39%	61%	59%
This program provides activities that meet my child's interests and talents, such as sports, clubs, and music.	32%	68%	59%
In this program, my child has opportunities to develop leadership skills.	42%	55%	59%

#### **Direct Program Outcomes**

	This	This	Avg ES
	Program	Program	Programs
Academic Behaviors	(A)	(SA)	(SA)
This program teaches skills that help my child in school.	46%	54%	56%
My child's attitude toward school has improved since coming to this program.	46%	54%	- 52%

### Engagement and Satisfaction

Parent Engagement	This Program (A)	This Program (SA)	Avg ES Programs (SA)
At least one expanded learning program staff recognizes me when I visit.	29%	68%	68%
The expanded learningstaff members listen to me when I have a question or comment.	34%	66%	66%
There are opportunities for parent participation in this program.	37%	57%	54%
School Engagement	NA EMILIARIA - SEAMARAM N.M		
Because my child is in this expanded learning program, I am more involved at my child's school.	47%	42%`	44%
Because my child is in this expanded learning program, I know more about what goes on in the school day	. 45%	50%	49%
Parent Satisfaction			
My child tells me good things about this expanded learning program.	38%	63%	61%
Because my child is in this program, I can go to school or work.	28%	72%	73%
How satisfied are you with this expanded learning program? (% Satisfied or Very Satisfied)	37%	61%	69%

Source: Parent Survey, Spring 2018. Represents the proportion of parents who responded "Agree (A)" or "Strongly Agree (SA)", except where noted. The response option "I Don't Know" was excluded from analysis,

#### STAFF FEEDBACK

#### School Day and ELP Collaboration

Principals, Site Supervisors, Expanded Learning Program Lead Teachers, and other School Day staff were asked the following questions about their collaboration. Principals, Site Supervisors, and Lead Teachers responded to additional questions compared to other School Day staff; results to those questions are not reported here because of the low number of respondents. Respondents were asked to rate their agreement with each statement on a scale of "Strongly Agree" to "Strongly Disagree".

Familiarity with the ELP	All Staff: N=31	No	Yes, <5 times	Yes, ≳ 5 times
Have you visited the Expanded Learning Program at your site this year?		35%	23%	42%
Relationship Between the ELP and the School Day	Frequent Visitors: n=13		This Program	Avg ES Programs
There is a strong partnership between the ELP and the school.			100%	86%
The Site Supervisor keeps administration informed of important decisions and issu	es related to program policy.		100%	87%
Teachers are willing to collaborate with the ELP staff.	٢		100%	82%
ELP staff are responsive to ideas and suggestions from school staff.			100%	90%
ELP staff reach out to teachers to identify the needs of students.			85%	74%
School staff are encouraged to visit the program.			85%	77%
ELP staff follow through with the commitments they make to school staff.			100%	83%
ELP staff transmit important information about children and parents to appropriate	school staff in a timely fashio	n.	92%	77%
ELP staff take care of the space the school provides for the program.			92%	79%
Curriculum and instruction in the ELP reinforce concepts laught during the school c	lay.		92% 315. 10	71%
. The ELP has enough capacity to serve all interested students.			100%	60%
The program is well coordinated with other after school activities at the school.			100%	79%

Source: Staff survey. Frequent visitors are those who had visited the site 5 or more times. Represents the proportion of staff who responded "Strongly Agree" or "Agree" to the question: other response options included "Strongly Disagree", "Disagree", and "I Don't Know". Data not provided for sites with 5 or fewer responses.

#### Alignment Between Leadership Staff

Staff in leadership roles (Principal, Sile Supervisor and Lead Teacher) were asked how often adminstrators talk with the Sile Supervisor about various topics. We measured whether these staff members agree about the frequency of communication. The symbols indicate:

all three staff agree	two staff members agree, but one st	aff member does not	none of the staff members agree
Curriculum concepts being taught in scho	ol Homework assignments	The needs or progress of	sues related to classroom/shared space
		individual students	
. 🔴	•	•	÷.
Planning program content	Enrollment/Registration levels and policies	Student discipline	Staffing of program
			L

Source: Staff Survey, Spring 2018. Only includes staff who are in a leadership rote (Principal, Site Supervisor. Expanded Learning Lead Teacher). Response options included: "Never"; "1 to 2 times a semester"; "Once a month"; "At least 2 to 3 times a month", Data not provided for sites without survey responses from all three leadership roles.

#### ACADEMIC CONTEXT

#### English Language Learner Reclassification

		This	School
	MENDER MITTENDER VILLE VARTERE MAAN VOOR MITTENDER VAN	Program	Site
2017-18 School Year		10%	10%
		n = 15	n = 39

#### School Day Attendance

		This	School
Na series - Marine Andrew - Sandar Marine Andrew - Andrew	a da sedane da ser a ser a ser a ser a ser a	Program	Site
Average School Day Attendance Rate	·	94%	93%
. We can see the second s	1	The second se	·····

Average attendance rate reflects all students for whom there was data for a given year.

#### Smarter Balanced Assessment Consortium (SBAC) Achievement Levels

English Language Arts	This Program	School Site
Standard Not Met (1)	62%	59%
Standard Nearly Met (2)	23%	23%
Standard Met (3)	10%	13%
Standard Exceeded (4)	5%	4%

	This	School
	Program	Site
Standard Not Met (1)	72%	76%
Standard Nearly Met (2)	19%	16%
Standard Met (3)	8%	7%
Standard Exceeded (4)	2%	1%

Source: 2017-18 WCCUSD Student Data, Students with no scores were excluded from analysis.

# WCCUSD Expanded Learning Programs 2017 - 18 Program Profile

# King Elementary School

Love.Learn.Success.

## **School Year Program Attendance and Enrollment**

	This Program	Avg ES Programs
Unduplicated Youth Served	112	118
	This Program	Avg ES Programs
Program Attendances	9,827	14,571
Progress Toward Grant Goal	76%	85%

#### **Participant Demographic Information**

	This	School
Grade	Program	Site
Kindergarten	0%	15%
1st Grade	22%	16%
- 白豆腐乏 (24) 道:这些藏:甘油酸酸酸白白白白白	이 아파 소송한 것	
2nd Grade	21%	16%
	ACT WARKED AND D	V. 30-102177-0534
3rd Grade	16%	13%
機關和於統計會會的目的。自然就可能的就		
4th Grade	23%	14%
	ARABARI R	an tana mena
5th Grade	10%	14%
- <b>병원은 가장 것은 것은 것을 못 못 못 못 못 못 못 못 못 못 못 못 못 못 못 못 못 못 </b>		출 문감도 했어.
6th Grade	8%	11%
	This	School
Gender	This Program	School Site
PARK-COMP CHILDREN, COMPACING ANALASIAN CARD, AND A COMPACT AND COMPACT.	Program	Site
Gender Male		
Male	Program 57%	Site 57%
PARK-COMP CHILDREN, COMPACING ANALASIAN CARD, AND A COMPACT AND COMPACT.	Program	Site
Male	Program 57%	Site 57%
Male	Program 57%	Site 57%
Male Female	Program 57% 43% This	Site 57% 43%
Male Female Race/Ethnicity	Program 57% 43% This Program	Site 57% 43% School
Male Female	Program 57% 43% This	Site 57% 43% School
Male Female Race/Ethnicity African American	Program 57% 43% This Program	Site 57% 43% School Site
Male Female Race/Ethnicity	Program 57% 43% This Program	Site 57% 43% School Site
Male Female Race/Ethnicity African American	Program 57% 43% This Program 53%	Site 57% 43% School Site 32%
Male Female Race/Ethnicity African American	Program 57% 43% This Program 53%	Site 57% 43% School Site 32%
Male Female Race/Ethnicity African American American Indian or Alaska Native	Program 57% 43% This Program 53%	Site 57% 43% School Site 32%
Male Female Race/Ethnicity African American American Indian or Alaska Native	Program 57% 43% This Program 53%	Site 57% 43% School Site 32%

4%

0%

6%

1%

Avg ES This Program Programs Average Program Days 88 120 Attended Avg ES This Program Programs Average Daily Attendance 55 81 (ADA)

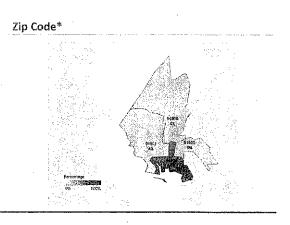
Source: Cityspan Attendance System, July 2018.

#### **English Language Learners**

#### Proportion of ELL Students

45% 32%

This Program School Site

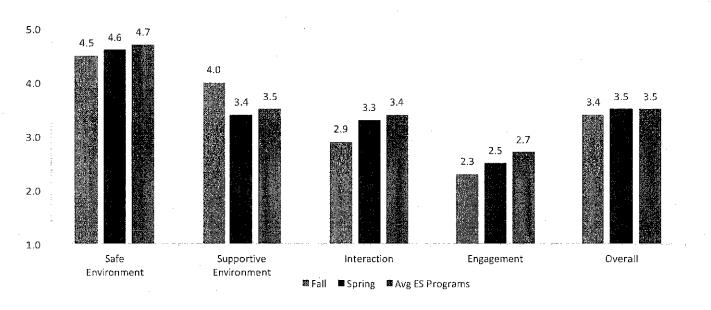


Sources: DataQuest and Cityspan Atlendance System, July 2018, \*Map excludes zip codes with less than 3%.

White

Other

#### Site Visit Summary





Тһ	is Program		This Program
Safe Environment	4.6	Interaction	3.1
A. Psychological and emotional safety is promoted.	4.0	L. Staff encourages children to manage feelings and resolve conflicts appropriately.	N/A
B. Physical Environment is safe and fee of health hazards.	5.0	M. Children have opportunities to develop a sense of belonging.	3.3
C. Appropriate emergency procedures and supplies are present.	4.6	N: Children have opportunities to practice leadership skills.	2.7
D. Program Space/Furniture accommodate the activities.	4.2	O. Staff engages with children in positive ways.	3.5
E. Healthy food and drinks are provided.	5.0 5.0	Engagement	2.4
Supportive Environment	3.7	P. Children have opportunities to make plans	s: 1.0
F. Staff provide a welcoming atmosphere.	4.0	Q. Children have opportunities to make choices based on their interests.	2.0
G. Session flow is planned, presented, and paced for children.	4.4	R. Children have opportunities to reflect.	1.7
H. Activities support active engagement.	3.0	S. Children are encouraged to exercise independence and take on responsibilities.	5.0
I. Staff support children in building skills.	3.0	This Program - average of the Expanded L	earning Office's
J. Staff support children with encouragement.	4.0	site visit domain score and item level score Spring.	in the Fall and
K. The physical environment is flexible and child-centered.	N/A		

Sources: District Site Visit SAPQA scores, 2017-18. Site self-assessment scores are not included in analysis. "N/A" indicates this scale was not scored for this site.

# YOUTH FEEDBACK

#### N=33

I feel safe in this program. If I have a conflict, the adults in this program ask for my ideas about how to resolve it. In this program, I resolve conflicts without anyone getting hurt.* Supportive Environment	82% 76% 73%	91% 7 <b>8%</b> 80%
en relation for the sector wave wave the subtraction of a sector wave subtraction of the sector of the sector of the In this program, I resolve conflicts without anyone getting hurt.*	- 2012/00/00	78%
In this program, I resolve conflicts without anyone getting hurt.*	73%	80%
Supportive Environment		
There is an adult who cares about me in this program.	85%	91%
In this program, there is an adult who wants me to do my best.	91%	94%
Interaction		
I feel like I belong at this program.	70%	80%
l get to help other students in this program.	53%	78%
have a friend in this program who really cares about me.	88%	88%
Engagement		
The adults in this program listen to what I have to say.	73%	83%
During program activities, I get to choose what to do or how to do it.	44%	47%
는 제가 가지가 가지요. 지난 1973년 42 개월은 500kg 전에 가지가 가지가 있는 것이다. 이 가지가 않는 것이다. 이 가지가 않았는 것이라는 것이라는 것이라. 가지가 가지만 것이 가지만 것이 같이 같이 하는 것이다. 2014년 1월 42 개월은 500kg 전에 가지가 있는 것이다. 이는 것이다. 이 가지가 않았는 것이라. 48kg 전에 있는 것이라. 2014년 1월 42 전에 있는 것이다.	fat a staar é s	
rect Outcomes		

Academic Skills and Behaviors	This Program	Avg ES Programs
This program helps me feel like a part of my school.	75%	81%
Liearn how to do things in this program that help with my school work.	64%	78%
n met no est contraction of makes the contractive station of the research and the destruction destruction of the other the This program helps me enjoy learning.	79%	at i kultesen saurantea. <b>78%</b>
Because of this program, I feel more confident talking in class.*	73%	65%
Social Emotional Skills		
This program helps me listen to others.	73%	80%
In this program, l learn how to work out my problems.	67%	80%
This program helps me to make friends.	70%	77%
Sense of Mastery		
am better at something I used to think was hard.	63%	74%
This program helps me work hard toward my goals.	72%	81%
feel proud of things I've done in this program.	94%	87%
New Skills and Experiences		
In this program, I learned how to do something new.	75%	83%
In this program, I learned new information about a topic that interests me.*	73%	71%

73% Source: Youth Survey, Spring 2018. Represents the percent of youth who responded positively to the question.

"This item was asked of youth in 5th grade and up only.

**Program Quality** 

### PARENT FEEDBACK

N=18

Program Quality	. *	•	
Safety and Support	This Program (A)	This Program (SA)	Avg ES Programs (SA)
This expanded learning program is a safe place for my child.	18%	82%	67%
My child feels comfortable with the expanded learning staff.	29%	65%	65%
There is an adult in this program my child can talk to about her or his problems.	38%	63%	59%
Interaction and Engagement			And the second sec
In this program, my child has opportunities to try new things.	50%	50%	59%
This program provides activities that meet my child's interests and talents, such as sports, clubs, and music.	50%	50%	59%
In this program, my child has opportunities to develop leadership skills.	53%	47%	59%

#### **Direct Program Outcomes**

	This	This	Avg ES
	Program	Program	Programs
Academic Behaviors	(A)	(SA)	(SA)
This program teaches skills that help my child in school.	31%	63%	56%
My child's attitude toward school has improved since coming to this program.	53%	47%	52%

#### **Engagement and Satisfaction**

Parent Engagement	This Program (A)	This Program (SA)	Avg ES Programs (SA)
At least one expanded learning program staff recognizes me when I visit.	38%	63%	68%
The expanded learning staff members listen to me when I have a question or comment.	39%	61%	66%
There are opportunities for parent participation in this program.	60%	40%	54%
School Engagement			
Because my child is in this expanded learning program, I am more involved at my child's school.	44%	44%	44%
Because my child is in this expanded learning program, I know more about what goes on in the school day.	27%	67%	49%
Parent Satisfaction			والمراجع المراجع
My child tells me good things about this expanded learning program.	35%	65%	61%
Because my child is in this program, I can go to school or work	35%	65% 🖻	73%
How satisfied are you with this expanded learning program? (% Satisfied or Very Satisfied)	44%	56%	69%

Source: Parent Survey, Spring 2018. Represents the proportion of parents who responded "Agree (A)" or "Strongly Agree (SA)", except where noted. The response option "I Don't Know" was excluded from analysis.

#### STAFF FEEDBACK

#### School Day and ELP Collaboration

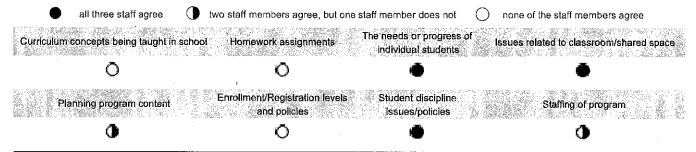
Principals, Site Supervisors, Expanded Learning Program Lead Teachers, and other School Day staff were asked the following questions about their collaboration. Principals, Site Supervisors, and Lead Teachers responded to additional questions compared to other School Day staff; results to those questions are not reported here because of the low number of respondents. Respondents were asked to rate their agreement with each statement on a scale of "Strongly Agree" to "Strongly Disagree".

Familiarity with the ELP	All Staff: N=15	No	Yes, <5 times	Yes,≥5 times
Have you visited the Expanded Learning Program at your site this year?	n da "Gadadana" (Shaari - an a'y y i a'y Alan i - a ana an i a'y y	13%	13%	73%
Relationship Between the ELP and the School Day	Frequent Visitors: n=11	· · · · · · · · · · · · · · · · · · ·	This Program	Avg ES Programs
There is a strong partnership between the ELP and the school.			64%	86%
The Site Supervisor keeps administration informed of important decisions and issues n	elated to program policy.		82%	87%
Teachers are willing to collaborate with the ELP staff.			82%	82%
ELP staff are responsive to ideas and suggestions from school staff.			82%	90%
ELP staff reach out to teachers to identify the needs of students.			64%	74%
School staff are encouraged to visit the program.			45%	77%
ELP staff follow through with the commitments they make to school staff.	r.		64%	83%
ELP staff transmit important information about children and parents to appropriate scho	ol staff in a timely fashio	<b>n.</b> 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 - 1997 -	64%	77%
ELP staff take care of the space the school provides for the program.			45%	79%
Curriculum and instruction in the ELP reinforce concepts taught during the school day.			45%	71%
The ELP has enough capacity to serve all interested students.			64%	60%
The program is well coordinated with other after school activities at the school.			55%	79%

Source: Staff survey. Frequent visitors are those who had visited the site 5 or more times. Represents the proportion of staff who responded "Strongly Agree" or "Agree" to the question; other response options included "Strongly Disagree", "Disagree", and "I Don't Know". Data not provided for sites with 5 or fewer responses.

#### **Alignment Between Leadership Staff**

Staff in leadership roles (Principal, Site Supervisor and Lead Teacher) were asked how often adminstrators talk with the Sile Supervisor about various topics. We measured whether these staff members agree about the frequency of communication. The symbols indicate:



Source: Staff Survey. Spring 2018. Only includes staff who are in a leadership role (Principal, Site Supervisor, Expanded Learning Lead Teacher). Response options included: "Never"; "1 to 2 times a semester"; "Once a month"; "At least 2 to 3 times a month". Data not provided for sites without survey responses from all three leadership roles.

#### ACADEMIC CONTEXT

#### English Language Learner Reclassification

	This	School
	Program	Site
2017-18 School Year		7%
	n = 3	n = 16

#### School Day Attendance

	This Program	School Site
Average School Day Attendance Rate	94%	92%
	····	

Average attendance rate reflects all students for whom there was data for a given year.

#### Smarter Balanced Assessment Consortium (SBAC) Achievement Levels

English Language Arts	This Program	School Site
Standard Not Met (1)	82%	87%
Stendard Nearly Met (2)	12%	9%
Standard Met (3)	4%	. 3%
Standard Exceeded (4)	2%	1%

Mathematics	This Program	School Site
Standard Not Met (1)	89%	88%
Standard Nearly Met (2)	5%	9%
Standard Met (3)	5%	3%
Standard Exceeded (4)	0%	0%

Source: 2017-18 WCCUSD Student Data. Students with no scores were excluded from analysis.

# WCCUSD Expanded Learning Programs 2017 - 18 Program Profile

# Lake Elementary School

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School Year Program A	Attendance and	Enrollment
-----------------------	----------------	------------

	This Program	Avg ES Programs
Unduplicated Youth Served	182	118
e, e e esta metator mais e en	an ann an	
	This	Avg ES
	Program	Programs
Program Attendances	22,201	14,571
Progress Toward Grant Goal	00%	85%
	2070. Statistics	ο <b>νο</b> γο

#### Participant Demographic Information

Participant Demographic Information		
Canda	This	School Site
Grade	Program	
Kindergarten	3%	19%
1st Grade	18%	17%
2nd Grade	16%	16%
3rd Grade	14%	10%
4th Grade	15%	10%
5th Grade	18%	15%
6th Grade	15%	14%
	This	School
Gender	Program	Site
Male	54%	51%
Female	46%	49%
	This	School
Race/Ethnicity	Program	Site
African American	17%	12%
American Indian or Alaska Native	1%	1%
Asian/Pacific Islander	9%	11%
Latino	71%	73%
White	3%	3%
Other	0%	1%

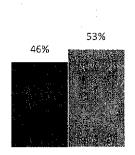
Sources: DataQuest and Cityspan Attendance System, July 2018. \*Map excludes zip codes with less than 3%.

	This Program	Avg ES Programs
Average Program Days Attended	122	120
·	This Program	Avg ES Programs
Average Daily Attendance (ADA)	123	81

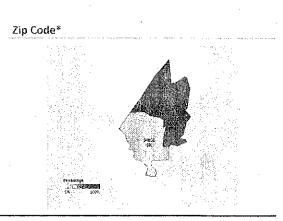
Source: Cityspan Attendance System, July 2018.

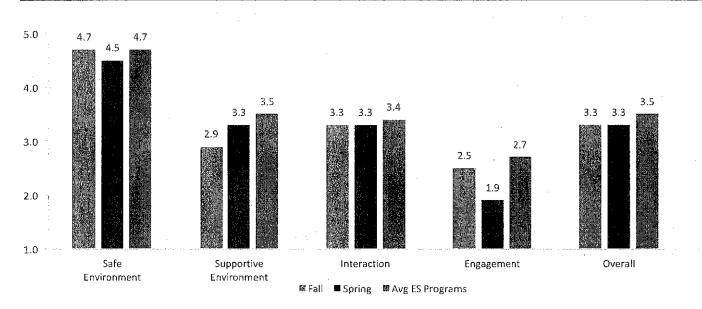
#### English Language Learners

Proportion of ELL Students



■ This Program School Site





Fall and Spring - this program's scores in each domain from the Expanded Learning Office's site visit in the Fall and Spring.

----

Avg ES Programs - average of all Elementary School programs' overall score in each domain from a combination of the Expanded Learning Office's Fall and Spring site visits.

	This Program		
Safe Environment	4.6		
A. Psychological and emotional safety is promoted.	45 45		
B. Physical Environment is safe and fee of health hazards.	5.0		
C. Appropriate emergency procedures and supplies are present.	3.4	/	
D. Program Space/Furniture accommodate the activities.	5.0		
E. Healthy food and drinks are provided.	5.0		
Supportive Environment	3.1		
<ul> <li>F. Staff provide a welcoming atmosphere.</li> <li>G. Session flow is planned, presented, and paced for children.</li> </ul>	4.1		
H. Activities support active engagement.	<b>3.3</b>	``	·
I. Staff support children in building skills.	2.0		
J. Staff support children with encouragement. K. The physical environment is flexible and	2.0		
child-centered.	N/A		

	This Program
Interaction	3.3
L. Staff encourages children to manage	N/A
feelings and resolve conflicts appropriately.	
M. Children have opportunities to develop a sense of belonging.	3.3
N. Children have opportunities to practice leadership skills.	2.7
O. Staff engages with children in positive ways.	4.0
Engagement	2.2
айын калдыгы көпкериндик жарала алар жасана алар барар байнар каландар калар алар алар алар жасанда бай байна т Т	THE R. P. LEWIS CO., LANSING MICH.
P. Children have opportunities to make plans	1.3
郡政国部部に行われ、ハロマト・システルが「死とな」したた、とじられたいが、 といわり取取が行動的できた	• 1.3 2.0
Q. Children have opportunities to make	

site visit domain score and item level score in the Fall and Spring.

Sources: District Site Visit SAPQA scores, 2017-18. Site self-assessment scores are not included in analysis. "N/A" indicates this scale was not scored for this site.

#### YOUTH FEEDBACK

N=91

Safety	This Program	Avg ES Programs
I feel safe in this program.	91%	91%
If I have a conflict, the adults in this program ask for my ideas about how to resolve it.	78%	78%
In this program, I resolve conflicts without anyone getting hurt.*	76%	80%
Supportive Environment		
There is an adult who cares about me in this program.	91%	91%
In this program, there is an adult who wants me to do my best.	92%	94%
Interaction		
I feel like I belong at this program.	77%	80%
I get to help other students in this program.	75%	78%
I have a friend in this program who really cares about me.	88%	88%
Engagement		
	79%	83%
The adults in this program listen to what I have to say.	1370	0070
During program activities, I get to choose what to do or how to do it.	45%	47%
During program activities, I get to choose what to do or how to do it.	45% This	47% Avg ES
During program activities, I get to choose what to do or how to do it. irrect Outcomes Academic Skills and Behaviors	45% This Program	47% Avg ES Programs
During program activities, I get to choose what to do or how to do it. irrect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work.	45% This Program 81% 72%	47% Avg ES
During program activities, I get to choose what to do or how to do it. irrect Outcomes Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work.	45% This Program 81%	47% Avg ES Programs 81%
During program activities, I get to choose what to do or how to do it.  irrect Outcomes  Academic Skills and Behaviors This program helps me feel like a part of my school. I learn how to do things in this program that help with my school work. This program helps me enjoy learning.	45% This Program 81% 72%	47% Avg ES Programs 81% 78%
During program activities, I get to choose what to do or how to do it.	45% This Program 81% 72% 72%	47% Avg ES Programs 81% 78% 78%
During program activities, I get to choose what to do or how to do it.	45% This Program 81% 72% 72%	47% Avg ES Programs 81% 78% 78%
During program activities, I get to choose what to do or how to do it.	45% This Program 81% 72% 72% 61%	47% Avg ES Programs 81% 78% 78% 65%
During program activities, I get to choose what to do or how to do it.	45% This Program 81% 72% 61% 77%	47% Avg ES Programs 81% 78% 65% 80%
During program activities, I get to choose what to do or how to do it.  Direct Outcomes  Academic Skills and Behaviors This program helps me feel like a part of my school.  I learn how to do things in this program that help with my school work.  This program helps me enjoy learning.  Because of this program, I feel more confident talking in class.*  Social Ernotional Skills This program helps me listen to others.  In this program, I learn how to work out my problems.	45% This Program 81% 72% 81% 72% 81% 77% 79%	47% Avg ES Programs 81% 78% 78% 65% 80%

This program helps me work hard toward my goals. I feel proud of things I've done in this program.

#### New Skills and Experiences

In this program, I learned how to do something new. 76% 83% In this program, I learned new information about a topic that interests me.\* 62% 71%

Source: Youth Survey, Spring 2018. Represents the percent of youth who responded positively to the question. \*This item was asked of youth in 5th grade and up only.

81%

87%

78%

82%

### PARENT FEEDBACK

## **Program Quality**

Safety and Support	This Program (A)	This Program (SA)	Avg ES Programs (SA)
This expanded learning program is a safe place for my child.	44%	56%	67%
My child feels comfortable with the expanded learning staff.	38%	62%	65%
There is an adult in this program my child can talk to about her or his problems.	50%	45%	59%
Interaction and Engagement			
In this program, my child has opportunities to try new things.	45%	55%	59%
This program provides activities that meet my child's interests and talents, such as sports, clubs, and music.	42%	58%	59%
In this program, my child has opportunities to develop leadership skills.	55%	43%	59%

#### **Direct Program Outcomes**

	This	This	Avg ES
	Program	Program	Programs
Academic Behaviors	(A)	(SA)	(SA)
This program teaches skills that help my child in school.	55%	43%	56%
My child's attitude toward school has improved since coming to this program.	59%	39%	52%

#### **Engagement and Satisfaction**

Parent Engagement	This Program (A)	This Program (SA)	Avg ES Programs (SA)
At least one expanded learning program staff recognizes me when I visit.	36%	61%	68%
The expanded learning staff members listen to me when I have a question or comment.	45%	55%	66%
There are opportunities for parent participation in this program.	56%	33%	54%
School Engagement			
Because my child is in this expanded learning program, I am more involved at my child's school.	56%	35%	44%
Because my child is in this expanded learning program, I know more about what goes on in the school day.	62%	31%	49%
Parent Satisfaction			
My child tells me good things about this expanded learning program.	50%	50%	61%
Because my child is in this program, I can go to school or work.	36%	59%	73%
How salisfied are you with this expanded learning program? (% Satisfied or Very Satisfied)	41%	59%	69%

Source: Parent Survey, Spring 2018. Represents the proportion of parents who responded "Agree (A)" or "Strongly Agree (SA)", except where noted. The response option "I Don't Know" was excluded from analysis.

4

N=45

#### **STAFF FEEDBACK**

#### School Day and ELP Collaboration

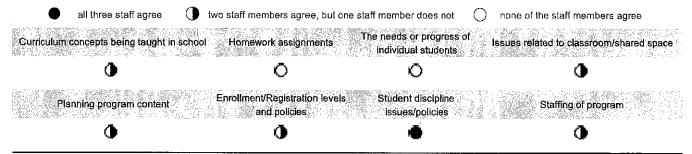
Principals, Site Supervisors, Expanded Learning Program Lead Teachers, and other School Day staff were asked the following questions about their collaboration. Principals, Site Supervisors, and Lead Teachers responded to additional questions compared to other School Day staff; results to those questions are not reported here because of the low number of respondents. Respondents were asked to rate their agreement with each statement on a scale of "Strongly Agree" to "Strongly Disagree".

Familiarity with the ELP	All Staff: N=24	No	Yes, <5 times	Yes, ≥ 5 times
Have you visited the Expanded Learning Program at your site this year?		13%	42%	46%
Relationship Between the ELP and the School Day	Frequent Visitors: n=11		This Program	Avg ES Programs
There is a strong partnership between the ELP and the school.			91%	86%
The Site Supervisor keeps administration informed of important decisions and issues rela	ited to program policy.		91%	87%
Teachers are willing to collaborate with the ELP staff.			82%	82%
ELP staff are responsive to ideas and suggestions from school staff.			73%	90%
ELP staff reach out to teachers to identify the needs of students.			64%	74%
School staff are encouraged to visit the program			82%	77%
ELP staff follow through with the commitments they make to school staff.			64%	83%
ELP staff transmit Important information about children and parents to appropriate school	staff in a timely fashion		45%	77%
ELP staff take care of the space the school provides for the program.			55%	79%
Curriculum and instruction in the ELP reinforce concepts taught during the school day.			45%	71%
The ELP has enough capacity to serve all interested students.			45%	60%
The program is well coordinated with other after school activities at the school.			73%	79%

Source: Staff survey. Frequent visitors are those who had visited the site 5 or more times. Represents the proportion of staff who responded "Strongly Agree" or "Agree" to the question; other response options included "Strongly Disagree", "Disagree", and "I Don't Know". Data not provided for sites with 5 or fewer responses.

#### Alignment Between Leadership Staff

Staff in leadership roles (Principal, Site Supervisor and Lead Teacher) were asked how often adminstrators talk with the Site Supervisor about various topics. We measured whether these staff members agree about the frequency of communication. The symbols indicate:



Source: Staff Survey. Spring 2018. Only includes staff who are in a leadership role (Principal, Site Supervisor, Expanded Learning Lead Teacher). Response options included: "Never"; "1 to 2 times a semester"; "Once a month"; "At least 2 to 3 times a month". Data not provided for sites without survey responses from all three leadership roles.

#### ACADEMIC CONTEXT

English Language Learner Reclassification

	This Program	School Sile
2017-18 School Year	15%	11%
	n = 14	n = 28

School Day Attendance

	This Program	School Site
Average School Day Attendance Rate	95%	94%
Average attendance rate reflects all students for whom there was data for a given year.		

#### Smarter Balanced Assessment Consortium (SBAC) Achievement Levels

English Language Arts	This Program	School Site
Standard Not Met (1)	60%	56%
Standard Nearly Met (2)	24%	24%
Standard Met (3)	12%	17%
Standard Exceeded (4)	4%	3%

Mathematics	This Program	School Site
	55%	54%
Standard Nearly Met (2)	26%	27%
Standard Met (3)	16%	16%
Standard Exceeded (4)	4%	<b>4%</b>

6

Source: 2017-18 WCCUSD Student Data. Students with no scores were excluded from analysis.

# WCCUSD Expanded Learning Programs 2017 - 18 Program Profile

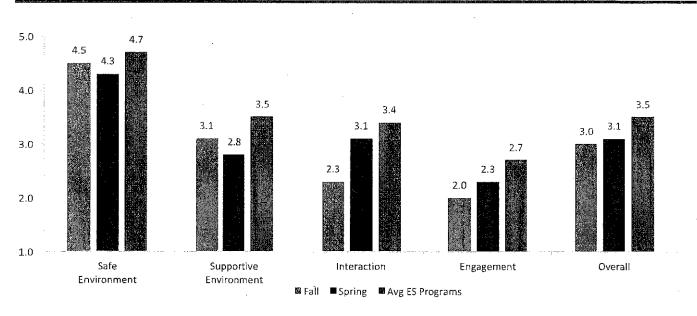
# Montalvin Elementary School

Love.Learn.Success.

un en la companya de	This Program	Avg ES Programs	Avg ES This Program Programs Average Brogram Days
Unduplicated Youth Served	113	118	Average Program Days 114 120 Atlended
	This Program	Avg ES Programs	Avg ES This Program Programs
Program Attendances	12,916	14,571	Average Daily Atlendance
Progress Toward Grant Goal	86%	85%	(ADA) 72 81
articipant Demographic Information	nne haeise ei ei e		Source: Cityspan Attendance System, July 2018,
Grade	This Program	School Site	English Language Learners
Kindergarten	0%	20%	
1st Crade	14%	17%	Proportion of ELL Students
2nd Grade	19%	15%	
3rd Grade	20%	15%	
4th Grade	19%	13%	
5th Grade	24%	12%	42% 43%
eense voor een een een een een een een een een ee	4%	8%	
Gender	This Program	School Site	
Male	52%	51%	This Program K School Site
Female	48%	49%	,
Race/Ethnicity	This Program	School Site	Zip Code*
African American	22%	14%	
American Indian or Alaska Native	0%	0%	
Asian/Pacific Islander	12%	12%	
Latino	65%	68%	
White	1%	5%	
Other	0%	1%	

Sources: DataQuest and Cityspan Atlendance System, July 2018. \*Map excludes zip codes with less than 3%.

#### Site Visit Summary



Fall and Spring - this program's scores in each domain from the Expanded Learning Office's site visit in the Fall and Spring.

Avg ES Programs - average of all Elementary School programs' overall score in each domain from a combination of the Expanded Learning Office's Fall and Spring site visits.

	This Program
Safe Environment	4.4
A. Psychological and emotional safety is promoted.	3,5
B. Physical Environment is safe and fee of health hazards.	4.8
C. Appropriate emergency procedures and supplies are present.	4.2
D. Program Space/Furniture accommodate the activities.	4.6
E. Healthy food and drinks are provided.	5.0
Supportive Environment	2.9
F. Staff provide a welcoming atmosphere.	4.0
G. Session flow is planned, presented, and paced for children.	3.4
H. Activities support active engagement.	2 <b>1.7</b>
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er beseuligteren an the Alfaher that between the Fire Electronic and the	<u>3.1</u>
	3.1 <b>2:5</b>

	This Program
Interaction	2.7
L. Staff encourages children to manage feelings and resolve conflicts appropriately.	
M. Children have opportunities to develop a sense of belonging.	2.8
N. Children have opportunities to practice	1.7
O. Staff engages with children in positive ways.	4.0
Engagement	2.1
P. Children have opportunities to make plans.	1.0
Q. Children have opportunities to make choices based on their interests,	1.5
R. Children have opportunities to reflect.	1.0
S. Children are encouraged to exercise independence and take on responsibilities.	5.0
This Program - average of the Expanded Le site visit domain score and item level score i	arning Office's

Spring.

Sources: District Site Visit SAPQA scores, 2017-18. Site self-assessment scores are not included in analysis, "N/A" indicates this scale was not scored for this site.

### YOUTH FEEDBACK

#### N=49

Safety	This Program	Avg ES Programs
I feel safe in this program.	96%	91%
If I have a conflict, the adults in this program ask for my ideas about how to resolve it,	82%	78%
In this program, I resolve conflicts without anyone getting hurt.*	69%	80%
Supportive Environment		
There is an adult who cares about me in this program.	88%	91%
In this program, there is an adult who wants me to do my best.	96%	94%
Interaction		
feel like I belong at this program.	80%	80%
get to help other students in this program.	65%	78%
have a friend in this program who really cares about me.	82%	88%
Engagement		
The adults in this program listen to what I have to say.	84%	83%

#### Direct Outcomes

Academic Skills and Behaviors	This Program	Avg ES Programs
This program helps me feel like a part of my school.	78%	81%
Pearn how to do things in this program that help with my school work.	79%	78%
This program helps me enjoy learning.	83%	78%
Because of this program, I feel more confident talking in class.*	53%	65%
Social Emotional Skills		
This program helps me listen to others.	81%	80%
In this program, I learn how to work out my problems.	77%	80%
This program helps me to make friends.	85%	77%
Sense of Mastery		
I am better at something I used to think was hard.	77%	74%
This program helps me work hard foward my goals.	85%	81%
I feel proud of things I've done in this program.	89%	87%
New Skills and Experiences		
In this program, I learned how to do something new.	85%	83%
In this program, Llearned new information about a topic that interests me.*	60%	71%

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Source: Youth Survey, Spring 2018. Represents the percent of youth who responded positively to the question. \*This item was asked of youth in 5th grade and up only.

#### PARENT FEEDBACK

### **Program Quality**

Safety and Support	This	This	Avg ES
	Program	Program	Programs
	(A)	(SA)	(SA)
This expanded learning program is a safe place for my child.	31%	65%	67%
My child feels comfortable with the expanded learning staff.	41%	55%	65%
There is an adult in this program my child can talk to about her or his problems.	39%	53%	59%
Interaction and Engagement			
In this program, my child has opportunities to try new things.	39%	59%	59%
This program provides activities that meet my child's interests and talents, such as sports, clubs, and music.	35%	61%	<b>59%</b>
In this program, my child has opportunities to develop leadership skills.	37%	59%	59%

#### **Direct Program Outcomes**

	This Program	This Program	Avg ES Programs
Academic Behaviors	(A)	(SA)	(SA)
This program teaches skills that help my child in school.	46%	48%	56%
My child's attitude toward school has improved since coming to this program.	48%	42%	52%

#### **Engagement and Satisfaction**

Parent Engagement	This Program (A)	This Program (SA)	Avg ES Programs (SA)
At least one expanded learning program staff recognizes me when ! visit.	28%	68%	68%
The expanded learning staff members listen to me when I have a question or comment.	37%	61%	66%
There are opportunities for parent participation in this program.	28%	66%	54%
School Engagement	ond talk of the state of the state	n 2 - 14 - 17 Annual Inner Annual	
Because my child is in this expanded learning program, I am more involved at my child's school.	37%	51%	44%
Because my child is in this expanded learning program, I know more about what goes on in the school day	. 42%	46%	49%
Parent Satisfaction			
My child tells me good things about this expanded learning program.	36%	60%	61%
Because my child is in this program, I can go to school or work.	16%	80%	73%
How satisfied are you with this expanded learning program? (% Satisfied or Very Satisfied)	29%	71%	69%

Source: Parent Survey, Spring 2018. Represents the proportion of parents who responded "Agree (A)" or "Strongly Agree (SA)", except where noted. The response option "I Don't Know" was excluded from analysis.

N=51

#### STAFF FEEDBACK

#### **School Day and ELP Collaboration**

Principals, Site Supervisors, Expanded Learning Program Lead Teachers, and other School Day staff were asked the following questions about their collaboration. Principals, Site Supervisors, and Lead Teachers responded to additional questions compared to other School Day staff; results to those questions are not reported here because of the low number of respondents. Respondents were asked to rate their agreement with each statement on a scale of "Strongly Agree" to "Strongly Disagree".

Familiarity with the ELP	All Staff: N=24	No	Yes, <5 times	Yes, ≥ 5 tímes
Have you visited the Expanded Learning Program at your site this year?		22%	35%	43%
Relationship Between the ELP and the School Day	Frequent Visitors: n=10		This Program	Avg ES Programs
There is a strong partnership between the ELP and the school.			90%	86%
The Site Supervisor keeps administration informed of important decisions and issues r	elated to program policy.		70%	87%
Teachers are willing to collaborate with the ELP staff.			80%	82%
ELP staff are responsive to ideas and suggestions from school staff.			80%	90%
ELP staff reach out to teachers to identify the needs of students.			80%	74%
School staff are encouraged to visit the program			50%	77%
ELP staff follow through with the commitments they make to school staff.			56%	83%
ELP staff transmit important information about children and parents to appropriate sch	ool staff in a timely fashioi	1	80%	77%
ELP staff take care of the space the school provides for the program.			80%	79%
Curriculum and instruction in the ELP reinforce concepts taught during the school day.			90%	71%
The ELP has enough capacity to serve all interested students.	s.		70%	60%
The program is well coordinated with other after school activities at the school,			70%	79%

Source: Staff survey. Frequent visitors are those who had visited the site 5 or more times. Represents the proportion of staff who responded "Strongly Agree" or "Agree" to the question; other response options included "Strongly Disagree", "Disagree", and "I Don't Know". Data not provided for sites with 5 or fewer responses.

#### **Alignment Between Leadership Staff**

Staff in leadership roles (Principal, Site Supervisor and Lead Teacher) were asked how often administrators talk with the Site Supervisor about various topics. We measured whether these staff members agree about the frequency of communication. The symbols indicate:

<ul> <li>all three staff agree</li> </ul>	two staff members agree, but or	ie staff member does not	none of the staff members agree
Curriculum concepts being taught in s	chool Homework assignments	The needs or progress of individual students	ssues related to classroom/shared space
•	•	۲	•
Planning program content	Enrollment/Registration levels and policies	Student discipline Issues/policies	Staffing of program
•	0		•

Source: Staff Survey, Spring 2018. Only includes staff who are in a leadership role (Principal, Site Supervisor, Expanded Learning Lead Teacher). Response options included: "Never"; "1 to 2 times a semester"; "Once a month"; "At least 2 to 3 times a month". Data not provided for sites without survey responses from all three leadership roles.

#### ACADEMIC CONTEXT

English Language Learner Reclassification

	This	School
	Program	Site
2017-18 School Year	20%	18%
	n = 12	n = 42

School Day Attendance

Progr		e
Average School Day Attendance Rate 96%	6 95%	%

Average attendance rate reflects all students for whom there was data for a given year.

#### Smarter Balanced Assessment Consortium (SBAC) Achievement Levels

English Language Arts	This Program	School Site
Standard Not Met (1)	35%	/ 25%
Standard Nearly Met (2)	21%	26%
Standard Met (3)	31%	29%
Standard Exceeded (4)	13%	20%

	This	School
Mathematics	Program	Site
Standard Not Met (1)	57%	41%
Standard Nearly Met (2)	31%	36%
Standard Met (3)	9%	16%
Standard Exceeded (4)	3%	6%

Source: 2017-18 WCCUSD Student Data. Students with no scores were excluded from analysis.