

Spring 2021 After School Program Quality Report

Alpha Elementary School

Overall Rating: 2.58

Implementation Stages

The program was rated during an interview conducted in Spring of 2021 using the Quality Standards for Expanded Learning in California (2014 version). A three-point, scaled rating system was applied to each of twelve quality standards to assess program quality. The rating system includes three stages of implementation:

Stage 3: Mature	Stage 2: Developing	Stage 1: Early
Stage of program development that demonstrates consistent use of recognized best practices working with high school and older youth and can serve as a model for other programs.	Stage of program development in which some recognized best practices for working with high school and older youth are present although there may be elements which could clearly be improved.	Stage of program development where there is no or very limited development of recognized best practices for working with high school and older youth.

	Quality Standard	Rating	Recommended Action
1	Safe and Supportive Environment	Stage 3	<ul style="list-style-type: none"> None.
2	Active and Engaged Learning	Stage 3	<ul style="list-style-type: none"> None.
3	Skill Building	Stage 2+	<ul style="list-style-type: none"> Provide activities that get students thinking about high school and college.
4	Youth Voice and Leadership	Stage 2+	<ul style="list-style-type: none"> Provide additional community service opportunities for students.
5	Healthy Choices and Behavior	Stage 3-	<ul style="list-style-type: none"> Incorporate formal nutrition curriculum into enrichment activities.
6	Diversity, Access, and Equity	Stage 3-	<ul style="list-style-type: none"> Hire male staff member(s) to increase gender diversity
7	Quality Staff	Stage 3	<ul style="list-style-type: none"> None.
8	Clear Vision, Mission and Purpose	Stage 2+	<ul style="list-style-type: none"> Set measurable goals for the program and track them to demonstrate progress.
9	Collaborative Partnerships	Stage 3	<ul style="list-style-type: none"> None.
10	Continuous Quality Improvement	Stage 3-	<ul style="list-style-type: none"> Implement formal self-assessment for staff.
11	Program Management	Stage 3	<ul style="list-style-type: none"> None.
12	Sustainability	Stage 1	<ul style="list-style-type: none"> Actively outreach and engage potential partners to sustain program services.

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School Name: Alpha Elementary School

Date of Interview: February 3, 2021

1. Safe and Supportive Environment Stage 3: Mature

Safety and discipline	Health and safety procedures are the same as the regular school day. If a behavioral incident takes place, the site lead will first contact the principal, then the parents, and the Teaching Fellows liaison. Staff members are easily identifiable with staff shirts and ID badges.
Welcoming, supportive environment	The staff members know each student by name and on a personal level. The ASP has 120 students, and five tutors. At the beginning of the school year there was a week of bonding with ice-breaker activities to help the students get to know their new tutors. When school is in regular session positive behavior is acknowledged with monthly student awards. During distance learning, the site lead posts shout-outs on Google Classroom recognizing positive accomplishments.
Recommended action:	<ul style="list-style-type: none"> • None.

2. Active and Engaged Learning..... Stage 3: Mature

Program activities	During distance learning, the program consists of one-on-one academic tutoring and there were no enrichment activities at the time of the interview. There are plans to start offering one to two hours of enrichment on Fridays, and to post enrichment activities online that can be done at home. When school is in regular session, hands-on enrichment activities are offered for one hour each day, Monday through Thursday, and upper and lower grade students are given different selections of options, which run for 4-week rotations. Each tutor offers two enrichment activities every 4 weeks, and students choose which to attend. Madera Arts Council offers art-related activities such as drawing and watercolor painting twice per week. Typical examples of enrichment activities include Science, Sports, Crochet, Yoga, Leadership, Sign Language, Lego Robotics, Beads, Scrapbooking, Health/Fitness and Creative Writing. Weekly "Fun Fridays" provide themed games and activities. Periodic culminating events, such as Family Nights (with enrichment activities) and talent shows are held.
Student needs and interests	A student interest survey is typically administered in August. During distance learning, staff members check in with students individually via Google Meet to ask how they are doing and how tutoring is going.
Recommended action:	<ul style="list-style-type: none"> • None.



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3. Skill BuildingStage 2+: Developing

21 st Century Skills	Staff members turn in lesson plans to the site lead, with objectives connected to grade level standards. The program promotes 21 st century skills including team-building (Sports, ice-breaker activities), collaboration (Lego Robotics), communication (Leadership, Creative Writing), critical thinking (Lego Robotics, experiments in Science), creativity (Arts, Beads, Scrapbooking), and use of technology. During distance learning the school issued Chromebooks and wi-fi hotspots to all students.
Career preparation	Primary graders wrote about what they want to be when they grow up. Upper grade students have created resumes. Students also learn about keyboarding skills, time management (students created planners), and how to create PowerPoint presentations.
College preparation	Staff members serve as college-going role models and share informally with upper grade students about their own college experiences.
Recommended action:	<ul style="list-style-type: none"> • Provide activities that get students thinking about high school and college.

4. Youth Voice and LeadershipStage 2+: Developing

Youth leadership team	When school is in regular session, there is a Leadership class offered every other month during enrichment time, made up of 22 4 th -6 th graders. The Leadership students provide student voice, come up with themes, make decorations for events and the cafeteria, discuss enrichment ideas, and help younger students with stations. Leadership students collaborated with Madera South students to work on a haunted house last school year.
Youth input	Students typically provide input through the annual student interest survey in August, the Leadership class, and informal conversations with staff. During distance learning students give input through one-on-one online check-ins. An evaluation “post-survey” is administered at the end of the year and can be given online if needed this year.
Community service	During regular session, students help with campus beautification and create holiday crafts to give to the police and the elderly. Leadership students paint signs and help decorate the cafeteria.
Recommended action:	<ul style="list-style-type: none"> • Provide additional community service opportunities for students.

5. Healthy Choices and BehaviorStage 3-: Mature

Nutrition	When school is in regular session, the site lead encourages students to bring healthy snacks and there is informal discussion of nutrition during the sports activities. During online learning, staff members model healthy choices (drinking water).
Physical activity	When school is in regular session, a variety of sports (soccer, dodge ball, etc.) are available for all students during enrichment time, and outdoor activities are offered to students who finish homework early. Some ASP students are involved in school sports teams. Fun Fridays feature at least one outdoor station. During online learning, staff members informally encourage students to exercise. There are plans for online posts about staying healthy.
Recommended action:	<ul style="list-style-type: none"> • Incorporate formal nutrition curriculum into enrichment activities.



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6. Diversity, Access, and Equity Stage 3-: Mature

Staff diversity	Staff demographics reflect the diversity of the students, and all six staff members (including the site lead) are bilingual in Spanish. The site lead also knows American Sign Language. There are no male staff members.
Student recruitment and diversity	There is a waiting list for the program, so student recruitment is not necessary. The program is open to all students, on an application basis. Students from the previous year (and their siblings) have priority. Homeless or foster children are given priority as well. Even during distance learning there are 24 students waiting for online tutoring. Teachers recommend students most in need of tutoring or wellness checks and staff members contact them directly. Program information is also shared on Parent Square, so parents can contact the ASP directly.
Cultural awareness and relevance	When school is in regular session there are special activities and celebrations for Cinco De Mayo, Black History Month, etc. There has been a multicultural enrichment activity in which students studied a different country each week. One "Fun Friday" featured stations representing different countries.
Recommended action:	<ul style="list-style-type: none"> • Hire male staff member(s) to increase gender diversity.

7. Quality Staff Stage 3: Mature

Relationships with students	The ASP is a strong support system for students, and many of them confide in the staff members about their problems. During distance learning, staff members are looking out for students' mental health (signs such as not logging on during regular school), and many students have opened up to them. The staff members also serve as positive, college-going role models for students.
Professional development	Staff members receive ongoing professional development through Saturday Academies (online). The site lead also trains them at monthly and weekly staff meetings.
Staff evaluation	When on campus, the site lead circulates the program daily and actively supervises. The site lead observes each staff member monthly (currently online), as well as a year-end evaluation, and provides feedback regarding strengths and areas to improve.
Recommended action:	<ul style="list-style-type: none"> • None.

8. Clear Vision, Mission and Purpose Stage 2+: Developing

Shared vision	The program's mission is to provide a safe and fun environment for students. The program's vision is communicated through fliers, brochures, and the website. There is a student-run newsletter called "The Gator News". The site lead has a goal of encouraging students to achieve greater things, such as building self-confidence and experiencing new things. There are no measurable goals.
Recommended action:	<ul style="list-style-type: none"> • Set measurable goals for the program and track them to demonstrate progress.



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9. Collaborative Partnerships Stage 3: Mature

Community partnerships	There are two formal partnerships with MOUs when school is in regular session. The Madera Arts Council provides a variety of arts-related enrichment activities. The Girls Scouts of America provide lesson plans and an induction ceremony. There is also a former teacher who leads a weekly Good News Club (Bible study).
Partnership with school	The site lead communicates regularly with the principal via e-mail. The site lead provides a daily report to the administration via e-mail and attends School Site Council (SSC) meetings. The school administration is highly supportive of the ASP. The site lead worked closely with the principal to determine how the ASP could help during distance learning, and the principal selected tutoring as a priority over enrichment. Teachers recommend students, and tutors work with them individually for 45-minute sessions once or twice per week. Significant improvements in students' grades have been observed because of the online tutoring. When school is in regular session, Homework and Academics time helps reinforce what is being taught during the regular school day, through tutoring and lessons that support the regular day curriculum. A weekly homework report is circulated between the ASP tutors and the regular day teachers to communicate about homework completion and academic progress of individual students.
Partnership with families	During distance learning, the site lead has contacted parents to check in if their students are not logging on, and some parents have called to thank her. When school is in regular session, parents will often stop and talk to the site lead when picking up their students, and she makes sure to tell them positive things about their students. The staff is bilingual and can talk to parents in Spanish as needed. Parents are invited to periodic culminating events including Family Nights with enrichment activities. The ASP helps promote classes for parents offered by the Parent Resource Center.
Recommended action:	<ul style="list-style-type: none"> • None.

10. Continuous Quality Improvement..... Stage 3: Mature

Improvement plan	There is a plan for continuous quality improvement with action steps and a timeline.
Use of data	The site lead asks students to see their report cards and works one-on-one with them to help them raise their grades. Staff members have access to some teachers' Google Classrooms to check for missing assignments. Staff members also reach out to teachers to discuss student grades and needs.
Stakeholder feedback	Parents provide feedback through the parent survey, SSC, and informal conversations with the site lead. Teachers provide feedback through the teacher survey, homework reports, and informal talks with staff members. Students provide feedback through the student interest survey, Leadership class, and informal conversations with staff members including online check-ins.
Staff self-assessment	There is currently no formal self-assessment opportunity for staff, but the site lead is open to the idea.
Recommended action:	<ul style="list-style-type: none"> • Implement formal self-assessment for staff.

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11. Program Management Stage 3: Mature

Program plan	There is a documented program plan that contains policies and procedures, located in binders and online. The site lead is given a certain budget and submits purchase orders. The site lead keeps track of expenditures on a budget spreadsheet online.
Staff meetings	Staff meetings take place both monthly (staff training) and weekly (focused on day-to-day operations) and last one hour. The agenda includes student safety, upcoming events, and finding solutions to current issues.
Attendance	During distance learning, tutors take attendance on Google sheets, which are then given to the site lead to input to ERC. When school is in regular session, staff members sign in their students daily on class rosters when they line up by class daily. Students who walk home or ride the bus sign themselves out, while parents sign out the others when they pick them up. The site lead enters the attendance data into the ERC system daily.
Recommended action:	<ul style="list-style-type: none"> • None.

12. Sustainability Stage 1: Early

Cultivation of support	This area remains to be developed.
Recommended action:	<ul style="list-style-type: none"> • Actively outreach and engage potential partners to sustain program services.