Spring 2021 After School Program Quality Report

La Vina Elementary School

Overall Rating: 2.67

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	• None.
2	Active and Engaged Learning	Stage 3	• None.
3	Skill Building	Stage 2	• Implement career-themed enrichment activity. • Provide activities that get students thinking about high school and college, especially for 7th and 8th graders.
4	Youth Voice and Leadership	Stage 2	• Implement student evaluation form for ASP activities. • Provide additional community service opportunities for students.
5	Healthy Choices and Behavior	Stage 3	• None.
6	Diversity, Access, and Equity	Stage 3	• None.
7	Quality Staff	Stage 3	• None.
8	Clear Vision, Mission and Purpose	Stage 2+	• Set measurable goals (beyond attendance) and track them to demonstrate progress.
9	Collaborative Partnerships	Stage 3	• None.
10	Continuous Quality Improvement	Stage 3-	• Review student data at regular intervals during to monitor academic progress of students in the program.
11	Program Management	Stage 3	• None.
12	Sustainability	Stage 2	• Continue to actively outreach and engage potential partners to sustain program services.

Spring 2021 After School Program Quality Report

School Name: La Vina Elementary School   **Date of Interview: February 4, 2021**

1. Safe and Supportive Environment .... Stage 3: Mature

Safety and discipline	Health and safety procedures are the same as the regular school day. Monthly fire drills are held. If a major behavior incident takes place, the tutor will contact the principal, parents, and the Teaching Fellows liaison. The staff are recognizable due to their ID badges.
Welcoming, supportive environment	The program is currently meeting online and has 35 students (95 when in regular session on campus) and four staff members in addition to the site lead. It is a small, close-knit community where everyone knows everyone. Students trust the staff enough to confide in them, and staff members were able to get help for two students with the issue of self-harm this year. "Star Students" from each class are recognized each week with an announcement in class and some type of treat. During distance learning, students of the week/month are acknowledged by staff members on Google Classroom.
Recommended action:	• None.

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

Program activities	During distance learning, online enrichment activities such as origami, scavenger hunts, and art (things that can be done at home without additional supplies) are offered for one hour each day. When school is in regular session, enrichment activities are offered for one hour each day (Monday through Thursday). Students stay with one tutor instead of rotating. Each tutor offers a variety of enrichment activities within her own self-contained class. Each month, there will be one week each of different activities such as Art, Science, and Sports. Other enrichment activities have included Legos, Gardening, Origami, Sewing, and Slime. The Madera Arts Council runs arts-related activities on Tuesdays and Thursdays. Madera Parks and Recreation provides Science and outdoor activities on Mondays and Wednesdays. Weekly "Fun Fridays" provide themed games and activities, usually outdoor physical activities. During distance learning, all students meet together on Zoom for "Fun Fridays" and rotate through different online activities. "Lights On" showcase events will be held once again when allowed.
Student needs and interests	Typically, the student interest survey is administered at the beginning and end of each year for students to share what they would like to do in the program. Students also share their needs and interests through informal conversations with staff members. During distance learning, the interest survey took place through online discussions.
Recommended action:	• None.

Spring 2021 After School Program Quality Report

3. Skill Building ....**Stage 2: Developing**

21st Century Skills	Staff members submit lesson plans with clear learning goals connected to state standards. When school is in regular session, STEM projects and Lego robotics activities promote team-building and collaboration. Upper graders build communication skills by presenting ideas for carnival themes to fellow students. Science activities promote critical thinking. Students exercise creativity in creating decorations for Fun Fridays. All students have school-issued Chromebooks and many have wi-fi hotspots. Lower graders have been taught to use Zoom, Google Classroom, etc.
Career preparation	7th and 8th grade students received online presentations on different careers and took part in discussions.
College preparation	There are no formal college-related activities, but students will informally talk to the tutors about their college experiences.
Recommended action:	• Implement career-themed enrichment activity. • Provide activities that get students thinking about high school and college, especially for 7th and 8th graders.

4. Youth Voice and Leadership..**Stage 2: Developing**

Youth leadership team	When school is in regular session, there is a student leadership council called the "Dream Team", made up of four elected positions. These students help come up with themes, decorations, and activities for mini-carnivals on Fun Fridays, help run the activities, and help recruit students. They also help younger students with homework, STEM projects, and Reading Buddies (during academics).
Youth input	A student interest survey is given at the beginning of the year. Students will also openly share feedback through conversations with staff members. There is no formal student evaluation form, but students informally share what they would like to see changed or improved.
Community service	When school is in regular session, students are involved with a canned food drive, a clothing drive, and collecting gifts for underprivileged kids. Students are also involved in campus beautification and plant a garden each year.
Recommended action:	• Implement student evaluation form for ASP activities. • Provide additional community service opportunities for students.

Spring 2021 After School Program Quality Report

5. Healthy Choices and Behavior .... **Stage 3: Mature**

Nutrition	When school is in regular session, a cooking class (featuring healthy recipes and nutrition talks) is held every other month as part of enrichment. There is also a cooking activity during Fun Friday every other week. The site lead is looking into starting an online cooking class during distance learning.
Physical activity	When school is in regular session, a variety of sports (basketball, soccer, volleyball) are offered during enrichment time, and students participate in the CATCH curriculum once or twice per week. During distance learning, students are guided through movement/stretching exercises for two to three minutes during transition between homework and enrichment time ("brain breakouts") and one tutor offers online yoga once per month.
Recommended action:	• None.

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

Staff diversity	Staff demographics reflect the diversity of the students. Three staff members are bilingual in Spanish. One staff member is male.
Student recruitment and diversity	There is a waiting list for the on-campus program (five students). The program serves a broad variety of students. Recruitment takes place through teachers, referrals from parent conferences, automated phone calls, information in the registration packet, and student word-of-mouth. The school recently created a Facebook page and posts ASP fliers there.
Cultural awareness and relevance	When school is in regular session, the program puts on an annual Cinco De Mayo carnival. May is "Culture Month" and each Fun Friday features activities that reflect a different culture. There are special activities during enrichment time for holidays that come up throughout the year. During distance learning, tutors are reading books to lower graders about famous African-Americans to honor Black History Month.
Recommended action:	• None.

7. Quality Staff .... **Stage 3: Mature**

Relationships with students	Staff members build rapport and trust by regularly talking to students about their interests and activities. Especially during distance learning, students often open up and confide in them. Staff members serve as positive, college-going role models for students.
Professional development	Staff members receive ongoing professional development through Saturday Academies (online). In addition, the site lead attends monthly site lead meetings and HR training sessions (online).
Staff evaluation	The site lead observes each staff member weekly (currently via Zoom), fills out a form, and submits it to her supervisor. The site lead goes over the form with the staff member to provide feedback. When on campus, the site lead circulates the program daily to actively supervise the program.
Recommended action:	• None.

Spring 2021 After School Program Quality Report

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

Shared vision	The ASP has its own mission statement, which is printed in the brochure. The vision for the program is communicated through the brochure, Back to School Night, SSC, "Lights On" events, and the school Facebook site. Program goals include recruiting more students to attend online and increasing student voice.
Recommended action:	• Set measurable goals (beyond attendance) and track them to demonstrate progress.

9. Collaborative Partnerships ....**Stage 3: Mature**

Community partnerships	There are formal partnerships with the Madera Arts Council and City of Madera Parks and Recreation to provide enrichment activities. There is also a partnership with the Girls Scouts to train tutors, provide materials, and help girls become Girl Scouts. In addition, the local La Vina Market contributes items for events.
Partnership with school	The site lead communicates weekly with the new principal, who is extremely supportive of the ASP. The site lead e-mails a daily report to the administration. The principal's main emphasis is for the students to have fun, while the parents are most interested in homework completion. The academic tutoring and homework assistance component helps reinforce what is being taught during the regular school day. There are weekly homework reports (currently online) to communicate back and forth with the regular day teachers regarding individual students' academics and/or behavior. There is good communication between ASP staff and regular day teachers. When school is in regular session, the site lead visits teachers' curriculum planning meetings so she can inform the tutors what topics to focus on during academics. The site lead periodically presents information about the ASP at regular day staff meetings.
Partnership with families	During distance learning, the site lead calls parents to recruit or to notify them if students miss tutoring sessions. When school is in regular session, the site lead and staff members talk to parents daily (often in Spanish) when they come to sign out their kids. The site lead also interacts with parents at ELAC, SSC, and Parent Club meetings. The ASP also advertises family literacy nights and workshops to help parents help their students to be successful.
Recommended action:	• None.

Spring 2021 After School Program Quality Report

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	Some teachers allow ASP staff access to Google Classroom to check student grades and missing homework assignments. From other teachers it can be obtained by request. This helps the staff know what skills to work with students who need extra help.
Stakeholder feedback	Parents provide feedback through the parent surveys, SSC, ELAC, Parent Club, and informal conversations with staff. Teachers provide feedback through the teacher surveys, the homework form, and conversations with staff. Students provide feedback through the student interest survey and informal conversations with staff. The site lead plans to administer parent and teacher surveys online.
Staff self-assessment	At monthly staff meetings (online), the site lead has each tutor share two strengths and two weaknesses about themselves.
Recommended action:	• Review student data at regular intervals during to monitor academic progress of students in the program.

11. Program Management .... **Stage 3: Mature**

Program plan	There is a documented program plan that contains policies and procedures. The site lead keeps a binder with purchase orders and enters expenditures into a computer system where she can monitor and keep track of the budget.
Staff meetings	Staff meetings take place monthly and last 30-40 minutes (online). The agenda includes upcoming activities, safety procedures, and classroom management.
Attendance	Each tutor has a roster and takes attendance daily. The site lead inputs attendance information into the ERC system.
Recommended action:	• None.

12. Sustainability..**Stage 2: Developing**

Cultivation of support	The local Fire Department, Police Department, and First 5 Madera County have provided information booths at ASP events. The La Vina Market provides items for events.
Recommended action:	• Continue to actively outreach and engage potential partners to sustain program services.