

# Spring 2021 After School Program Quality Report

## Madison Elementary School

**Overall Rating: 2.48**

### 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"> <li>None.</li> </ul>
2	Active and Engaged Learning	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
3	Skill Building	Stage 2+	<ul style="list-style-type: none"> <li>Implement additional career preparation into enrichment activities.</li> <li>Provide activities that get students thinking about high school and college, especially for the upper graders.</li> </ul>
4	Youth Voice and Leadership	Stage 2-	<ul style="list-style-type: none"> <li>Implement student evaluation form.</li> <li>Provide community service opportunities for students.</li> </ul>
5	Healthy Choices and Behavior	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
6	Diversity, Access, and Equity	Stage 3-	<ul style="list-style-type: none"> <li>Hire male staff member(s) to increase gender diversity.</li> </ul>
7	Quality Staff	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
8	Clear Vision, Mission and Purpose	Stage 2	<ul style="list-style-type: none"> <li>Set measurable goals for the program to demonstrate progress.</li> </ul>
9	Collaborative Partnerships	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
10	Continuous Quality Improvement	Stage 2	<ul style="list-style-type: none"> <li>Seek to obtain access to student grades to monitor student academic progress.</li> <li>Implement online parent and teacher surveys during distance learning.</li> <li>Implement formal self-assessment for staff.</li> </ul>
11	Program Management	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
12	Sustainability	Stage 1	<ul style="list-style-type: none"> <li>Actively outreach and engage potential partners to sustain program services.</li> </ul>



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School Name: Madison Elementary School

Date of Interview: February 12, 2021

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

Safety and discipline	Health and safety procedures are the same as the regular school day. When school is in regular session, 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 site lead has the Titan app to notify all campus staff of any emergencies. She also submits a daily report to the administration via email. The staff are recognizable due to their ID badges and Teaching Fellows shirts.
Welcoming, supportive environment	The program is currently serving 50-60 students online and has five staff members in addition to the site lead. When school is in regular session the program has around 115 students. Staff and students know each other personally, and tutors will let the students know they were missed when absent. Staff members take time to talk to students, especially at the end of the program each day. Positive behaviors are acknowledged through verbal positive reinforcement, "Maverick Bucks", and a clip-up system. During distance learning students are acknowledged verbally or their projects are showcased online.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

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

Program activities	During distance learning tutoring is offered Monday through Thursday, and three 45-minute enrichment sessions are offered on Friday. Online enrichment activities include Arts and Crafts (materials distributed to students), Clay Sculpting, Around the World, and Disney Art. Each activity runs for six weeks. When school is in regular session, enrichment activities are offered for one hour each day (Monday through Thursday) with themes that rotate monthly. Students pick one activity for Mondays and Wednesdays, and another for Tuesdays and Thursdays. Typical enrichment activities include Nutrition, Cultures, Keyboarding, Sports, Watercolors, and Outer Space. The Madera Arts Council runs arts-related activities on Tuesdays and Thursdays. Weekly "Fun Fridays" provide themed games and activities. Periodic culminating events include a talent show and the Winter Wonderland Workshop (attended by over 50 parents).
Student needs and interests	During distance learning, staff members talk to regular attenders via Google Classroom and ask for ideas. When school is in regular session, students provide feedback through a student interest survey at the beginning of each semester, a suggestion box, and informal conversations with staff members.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>



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### 3. Skill Building .....Stage 2+: Developing

21 <sup>st</sup> Century Skills	Staff members submit lesson plans with clear learning goals connected to state standards. The site lead also encourages staff members to incorporate LIAS Principles. Group work, such as building bridges and towers with different materials, promotes team-building and collaboration. Students build communication skills through PowerPoint presentations, writing activities during academics, and reading to each other. Science experiments promote critical thinking. Students exercise creativity through arts/crafts and creating robots. All students have Chromebooks and wi-fi hotspots (if needed).
Career preparation	When school is in regular session, students learn journalism skills in the ASP newsletter activity, and there is a CSI class. Students have informal talks with staff members about careers.
College preparation	There are no formal college-related activities, but ASP staff share informally about their college experiences, and inform and encourage students about scholarships and financial aid.
Recommended action:	<ul style="list-style-type: none"> <li>• Implement additional career preparation into enrichment activities.</li> <li>• Provide activities that get students thinking about high school and college, especially for the upper graders.</li> </ul>

### 4. Youth Voice and Leadership ..... Stage 2-: Developing

Youth leadership team	When school is in regular session there is a Leadership Club made up of eight 4 <sup>th</sup> -6 <sup>th</sup> grade students who help with posters and school events. In addition, older students will sometimes help the younger students with activities (especially bilingual help).
Youth input	A student interest survey is typically administered each semester. Some tutors have a suggestion box. There is no opportunity for students to formally evaluate activities.
Community service	Students sometimes create signs/posters for school activities, help out in the office, and help teachers in their classrooms.
Recommended action:	<ul style="list-style-type: none"> <li>• Implement student evaluation form.</li> <li>• Provide community service opportunities for students.</li> </ul>

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

Nutrition	During distance learning, students discussed healthy foods and recipes in Around the World. When school is in regular session, students cook healthy recipes and discuss healthy food choices and the food pyramid in the Nutrition activity. Fun Fridays have also featured stations where students cook healthy recipes.
Physical activity	During distance learning, a tutor posted a workout lesson for students on Google Classroom. During regular session, there is always at least one sports-related enrichment activity offered daily, as well as the CATCH curriculum. There is an additional hour of physical activity every Thursday on early release days. Fun Fridays also usually involve a physical activity.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

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

Staff diversity	Staff demographics reflect the diversity of the students. Five of the six staff members are bilingual in Spanish, and all are female.
Student recruitment and diversity	During distance learning, ASP fliers (for enrichment and tutoring) were posted on Parent Square with a link to a PDF for registration. When school is in regular session, there is a waiting list for the program, so recruitment is not an issue. ASP spots are given on a first-come, first-serve basis as parents turn in their applications. The ASP sends out fliers at the end of the year to promote the next year’s program. Teachers from the regular school day are enthusiastic about the program and help promote it. Program participants reflect the diversity of the school’s demographics.
Cultural awareness and relevance	During distance learning, Around the World studies art, food, and culture from different countries. Black History Month and Hispanic heritage activities are also incorporated into the ASP. When school is in regular session “Fun Friday” sometimes features multicultural themes and there is a Cinco De Mayo celebration.
Recommended action:	<ul style="list-style-type: none"> <li>• Hire male staff member(s) to increase gender diversity.</li> </ul>

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

Relationships with students	During distance learning, staff members are looking out for the social-emotional health of students and ask them how they are doing at the beginning of every online session (an extra 15 minutes have been provided for students to express themselves). Students feel comfortable enough to confide in staff members, who talk personally (especially during enrichment) and listen to them. Staff members serve as positive, college-going role models for students.
Professional development	Staff members receive ongoing professional development through Saturday Academies. In addition, the site lead attends monthly site lead meetings. All currently takes place online.
Staff evaluation	The site lead observes each staff member twice per week, fills out a form, and submits it to her supervisor. The site lead goes over the form with the staff member to provide feedback and set goals. There is also a formal end-of-semester evaluation for each staff member. When school is in regular session, the site lead circulates the program daily, talking to students and staff, making sure everything is running smoothly.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>



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

Shared vision	The ASP has a mission statement based on the Teaching Fellows core values (defined by the staff) and posted on the office wall. The vision for the program is communicated through the program website, plus brochures and fliers. During distance learning there is a goal to communicate with teachers to help students improve academically.
Recommended action:	<ul style="list-style-type: none"> <li>• Set measurable goals for the program to demonstrate progress.</li> </ul>

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

Community partnerships	There is a formal partnership with the Madera Arts Council to provide enrichment activities. A local church provides “Good News Club” (Bible study) on Tuesdays.
Partnership with school	The site lead has a monthly formal Zoom meeting with the principal as well as weekly e-mails. The administration is extremely supportive of the ASP. The site lead attends SSC meetings. The homework assistance component helps reinforce what is being taught during the regular school day. During distance learning there are three 45-minute sessions of tutoring daily from Monday to Thursday. There is good communication between regular day teachers and ASP staff. Teachers will e-mail tutors about individual student needs and request extra help, and the site lead will reach out to the parents. When school is in regular session there is a weekly homework log to update teachers on which students tried and/or completed their homework.
Partnership with families	During distance learning, the site lead sent out forms and fliers with her contact information and has had a great deal of e-mail communication with parents. When school is in regular session, the site lead and staff members talk to parents when they come to sign out their kids. The site lead looks for opportunities to tell parents when students do something good (not just bad news). The site lead also interacts with parents at SSC meetings. The ASP also advertises family events held at the school such as Math Night.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

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### 10. Continuous Quality Improvement.....Stage 2: Developing

Improvement plan	There is a plan for continuous quality improvement with action steps and a timeline.
Use of data	The site lead does not have access to student grades, but students will often share their progress reports. This data is used to determine areas of focus during homework and academics time, to help those who are struggling.
Stakeholder feedback	Parents typically provide feedback through the parent surveys (twice per year, but have not been offered online), SSC, and informal conversations with staff. Teachers typically provide feedback through the teacher surveys (twice per year, but have not been offered online), the homework form, and conversations with staff. Students provide feedback through the student interest survey (twice per year during regular session), suggestion box, and informal conversations.
Staff self-assessment	Following weekly observations, the site lead will talk informally to staff members about what they are struggling with, what they need to work on, and will set goals together.
Recommended action:	<ul style="list-style-type: none"> <li>• Seek to obtain access to student grades to monitor student academic progress.</li> <li>• Implement online parent and teacher surveys during distance learning.</li> <li>• Implement formal self-assessment for staff.</li> </ul>

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

Program plan	There is a documented program plan that contains policies and procedures, which is updated annually. The site lead enters expenditures into a computer system where she can monitor and keep track of the budget on a spreadsheet.
Staff meetings	Staff meetings take place (online) monthly and last 30-45 minutes. The agenda currently focuses on how to improve the online environment and input from tutors on program needs.
Attendance	During distance learning, tutors take attendance on a common spreadsheet, and the site lead enters the attendance into the ERC system.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

### 12. Sustainability..... Stage 1: Early

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