Spring 2021 After School Program Quality Report

MLK Middle 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-	• Develop additional methods of acknowledging positive behavior.
2	Active and Engaged Learning	Stage 3-	• Implement student survey online during distance learning.
3	Skill Building	Stage 3	• None.
4	Youth Voice and Leadership	Stage 2	• Implement student evaluation form (online if needed). • Provide community service opportunities for students.
5	Healthy Choices and Behavior	Stage 3	• None.
6	Diversity, Access, and Equity	Stage 3-	• Provide additional opportunities for students to explore, share, and celebrate their heritage and culture with others, and to learn about a variety of other cultures.
7	Quality Staff	Stage 3	• None.
8	Clear Vision, Mission and Purpose	Stage 2	• Set measurable goals for the program to demonstrate progress.
9	Collaborative Partnerships	Stage 3	• None.
10	Continuous Quality Improvement	Stage 2-	• Create a plan for continuous quality improvement with action steps and a timeline. • Implement teacher survey (online if needed). • Implement formal self-assessment for staff.
11	Program Management	Stage 3	• None.
12	Sustainability	Stage 1	• Actively outreach and engage potential partners to sustain program services.

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School Name: MLK Middle School   **Date of Interview: February 10, 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 behavior incident takes place, the site lead will contact security, followed by the vice principal or principal if needed. She will notify parents as well. Staff are recognizable with ID badges and staff shirts.
Welcoming, supportive environment	The program currently serves approximately 10 students per day (one-on-one tutoring during distance learning) and has seven staff members in addition to the site lead. When school is in regular session, the program has approximately 120 students. The staff members know each student personally by name, greet them, and make conversation with them. The site lead works on campus during the school day and has strong connections with the students and their families. The site lead is in the process of coming up with incentives to encourage participation in online tutoring. Under normal circumstances, students receive "Jag Bucks" (same as the regular school day) for positive behavior as well as verbal praise.
Recommended action:	• Develop additional methods of acknowledging positive behavior.

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

Program activities	During distance learning there are no enrichment activities (although lesson plans have been created in case the school decides to offer them), and the program consists of three hours daily of one-on-one tutoring in the core academic subjects. When school is in regular session, enrichment activities are offered for approximately 90 minutes each day (Monday through Thursday). Students choose their enrichment activity, and the options rotate every four weeks. Past enrichment activities include Healthy Cooking, Weird Science, Hair and Nails, Art, Video Gaming, Photography, Scrapbooking, Gardening, and Sports Center. Madera Arts Council offers arts-related activities such as pottery and video production. Madera Parks and Recreation offers activities such as photography, dance, and a DJ class. There are periodic culminating events such as art displays for parents, and a video game tournament. "Fun Fridays" provide themed games and activities. These activities will resume when students return to campus.
Student needs and interests	During distance learning there has been no student survey. When school is in regular session, a student interest survey is administered at the beginning of the year and again after Winter Break. Students also typically share their needs and interests through leadership team meetings, a suggestion box, and informal conversations with staff.
Recommended action:	• Implement student survey online during distance learning.

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3. Skill Building .... **Stage 3: Mature**

21st Century Skills	Staff members turn in lesson plans with clear objectives, targeting state standards to the site lead. When school is in regular session, ice-breakers, "Fun Fridays" and sports activities promote team-building and collaboration. Student-led town hall meetings promote communication. Arts and crafts promote creativity. Science experiments promote critical thinking. Regarding technology, the district has provided all students with Chromebooks and internet services.
Career preparation	The school holds an annual Career Day (March 1) during the regular school day, and the ASP provides follow-up discussion, which will be held online this year with links and videos. When school is in regular session, staff members discuss how enrichment activities connect with career possibilities. On weekly College Days (Wednesdays) staff members discuss college and careers, and what it takes to get there.
College preparation	When school is in regular session, monthly college visits take place during Saturday programming. Every Wednesday is College Day and staff members talk about college preparation. The staff also promotes the career pathways offered through the MTECH program and Madera South High School. Staff members serve as college-going role models and share their own personal experiences with students.
Recommended action:	• None.

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

Youth leadership team	When school is in regular session there is a leadership team made up of 5-6 students who help with enrichment sign-ups, setting up equipment for recreation, recruiting students, and suggesting ideas for activities.
Youth input	Student interest and evaluation surveys are typically administered at the beginning and the end of the school year, although there has been none during distance learning. Students also provide input through the leadership team and informal conversations with staff members. There is no opportunity for students to formally evaluate the program.
Community service	There are no specific community service opportunities offered through the ASP, although some students help with campus beautification and the recycling program.
Recommended action:	• Implement student evaluation form (online if needed). • Provide community service opportunities for students.

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

Nutrition	When school is in regular session, nutrition is taught in the Healthy Cooking class as well as the physical activities offered.
Physical activity	When school is in regular session, a variety of sports are offered during enrichment time, including Walking, Zumba, Tennis, Soccer, Baseball, Flag Football, and Kickball. Many of the students participate in school sports teams and attend the program to do homework right after practice.
Recommended action:	• None.

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

Staff diversity	Staff demographics reflect the diversity of the students, and five of the seven staff members are bilingual in Spanish. There are two male and five female staff members.
Student recruitment and diversity	There is typically a waiting list for the program, so student recruitment is not necessary. Parents sign their kids up at registration. The program serves a broad variety of students. The program is well-known and well-established on campus.
Cultural awareness and relevance	When school is in regular session, students cook recipes from all around the world in the Cooking activity. There are special activities for holidays that come up throughout the year, such as Cinco De Mayo. During Black History Month, students made drawings of famous African Americans, displayed in the cafeteria.
Recommended action:	• Provide additional opportunities for students to explore, share, and celebrate their heritage and culture with others, and to learn about a variety of other cultures.

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

Relationships with students	Staff members regularly interact with students, who will often confide in the staff. During distance learning, tutors are focused on providing key social-emotional support for students, and many students join the Zoom sessions just to talk to someone.
Professional development	Staff members receive ongoing professional development through Saturday Academies, which currently take place online.
Staff evaluation	The site lead checks in with staff members regularly on Zoom. When school is in regular session, the site lead observes staff members weekly, the forms are submitted to Teaching Fellows, and the feedback is discussed with staff as needed. Each staff member also has an end-of-semester evaluation with Teaching Fellows.
Recommended action:	• None.

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

Shared vision	The program has its own mission statement, which is printed on the program brochure and ASP website. Currently the main program goal is for tutors to be there for the students academically and social-emotionally during this time of distance learning.
Recommended action:	• Set measurable goals and track them to demonstrate progress.

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

Community partnerships	There are formal partnerships with the Madera Arts Council and the City of Madera (Parks and Recreation) to provide enrichment activities. There are MOUs at the district level.
Partnership with school	The site lead works as a permanent sub during the regular school day, has access to student data, and has excellent communication with the administration. She communicates regularly with the principal several times per week. The ASP helps support the school during distance learning by providing tutoring (many students' grades have dropped) and social-emotional support. The homework assistance component helps reinforce what is taught during the regular school day. The site lead reports there is a good communication between the regular day teachers and the ASP staff, via email and Google classroom. When school is in regular session, teachers talk to the ASP staff about what they are currently teaching, as well as individual students who need help, so the staff can provide extra support. Sometimes teachers will pull students out after school to give extra help.
Partnership with families	There is a place on the ASP website for parents to provide feedback online. The site lead is sometimes invited to "at-risk meetings" where she explains to parents what the ASP offers and what tutoring resources are available for students. When school is in regular session, the site lead and staff members talk to parents daily when they come to pick up their kids. Sometimes the parents will request extra help. The ASP staff also advertises PIQUE activities and encourages parents to attend.
Recommended action:	• None.

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10. Continuous Quality Improvement...**Stage 2-: Developing**

Improvement plan	There is currently no plan for continuous quality improvement with action steps and a timeline. The site lead just started her position in October during this unusual period of distance learning.
Use of data	The site lead has access to student grades. When school is in regular session, the staff conducts grade checks with the students on Wednesdays to monitor student progress including missing assignments on Aeries.
Stakeholder feedback	Parents provide feedback through the parent survey (currently online), SSC, PIQUE, and informal conversations with staff. Teachers provide feedback through emails and conversations with staff. There is currently no teacher survey. Students provide feedback through the student interest survey (when school is in regular session), leadership team, and informal conversations with staff.
Staff self-assessment	There is no formal self-assessment for staff, but similar topics are discussed informally at staff meetings.
Recommended action:	• Create a plan for continuous quality improvement with action steps and a timeline. • Implement teacher survey (online if needed). • Implement formal self-assessment for staff.

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

Program plan	There is a documented program plan that contains policies and procedures. The site lead keeps a spreadsheet where she can monitor and keep track of the budget.
Staff meetings	Staff meetings take place weekly and last 30 minutes. The agenda includes upcoming events and how to support students.
Attendance	Each tutor takes attendance and reports it to the site lead, who then inputs this information into the ERC system daily.
Recommended action:	• None.

12. Sustainability...**Stage 1: Early**

Cultivation of support	This area remains to be developed.
Recommended action:	• Actively outreach and engage potential partners to sustain program services.