Spring 2021 After School Program Quality Report

Rose Elementary School

Implementation Stages

Overall Rating: 2.37

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 and rewarding the positive behaviors of students.
2	Active and Engaged Learning	Stage 3-	• Follow through on implementation of periodic showcase events.
3	Skill Building	Stage 2	• Incorporate activities that expose students to career options • Provide additional activities that get students thinking about high school and college.
4	Youth Voice and Leadership	Stage 2-	• Implement student evaluation form. • Provide community service opportunities for students.
5	Healthy Choices and Behavior	Stage 2+	• Provide nutrition curriculum in enrichment activities.
6	Diversity, Access, and Equity	Stage 3-	• Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.
7	Quality Staff	Stage 3	• None.
8	Clear Vision, Mission and Purpose	Stage 2+	• Set measurable goals for the program to track and demonstrate progress.
9	Collaborative Partnerships	Stage 3-	• Continue to develop additional parent engagement strategies.
10	Continuous Quality Improvement	Stage 2+	• Complete CQI plan. • Obtain access to student data (grades) to monitor student progress.
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: Rose Elementary School   **Date of Interview: February 17, 2021**

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

Safety and discipline	Health and safety procedures are aligned the regular school day. If incident takes place, the site lead would contact the nurse and administrator on campus, the Teaching Fellows Liaison, and contact the parents. Staff members are easily identifiable with ID badges.
Welcoming, supportive environment	The program currently serves 86 students online and has 10 staff members. When school is in regular session the program serves over 180 students. The site lead makes it a point to always greet students personally. During online sessions, tutors start with a brief conversation asking students how they are doing. Positive behavior is acknowledged through "Student of the Month" recognition.
Recommended action:	• Develop additional methods of acknowledging and rewarding the positive behaviors of students.

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

Program activities	During distance learning, tutoring is offered Monday, Tuesday, Thursday, and Friday for three 45-minutes sessions. Enrichment is offered for one hour on Wednesdays, with topics including scavenger hunts for household items, crossword games, and "Among Us" Kahoot games. When school is in regular session, there is an hour of daily enrichment offered Monday through Thursday. Enrichment topics rotate every four weeks. Popular past activities have included Sports, Arts and Crafts, Cooking, Science, Just Dance, and Drama. Madera Parks and Recreation Department provides STEM activities and physical activities two days per week. The Madera Arts Council provides arts-related activities two days per week. Fun Fridays featuring various themed activities are held each Friday. The site lead has plans for a future Parent Night showcase event.
Student needs and interests	An online student interest survey was given in December. When school is in regular session, the student interest survey is administered in August. Students are very engaged and also provide input through informal conversations with staff.
Recommended action:	• Follow through on implementation of periodic showcase events.

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

21st Century Skills	Staff members submit lesson plans to the site lead, featuring unit goals, lesson objectives connected to state standards, and detailed daily activity descriptions. When school is in regular session, the program promotes 21st century skills including team-building (sports activities, leadership class), collaboration (science experiments, drama), communication (drama), critical thinking (STEM activities), creativity (arts, dance, drama), and use of technology (access to Prometheum board for lessons, all students have a school-issued Chromebook).
Career preparation	There are currently no career-related activities.
College preparation	There was an enrichment activity for upper graders in which students researched majors at different colleges. Staff members talk informally to the students about their own college experiences, in ways to which students can relate.
Recommended action:	• Incorporate activities that expose students to career options. • Provide additional activities that get students thinking about high school and college.

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

Youth leadership team	When school is in regular session there is a leadership class, comprised of 21 upper grade students at a time, who help brainstorm ideas, plan Family Nights, make decorations, and recruit students.
Youth input	There is an annual student interest survey. The site lead plans to implement a student evaluation form at the end of the year. The student leadership class also provides input.
Community service	There are currently no community service opportunities.
Recommended action:	• Implement student evaluation form. • Provide community service opportunities for students.

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5. Healthy Choices and Behavior ....**Stage 2+: Developing**

Nutrition	Online tutors encourage students to drink plenty of water and stay active. The site lead hopes to bring back the Cooking class.
Physical activity	Tutors offer stretch breaks between online activities. When school is in regular session, a Sports enrichment activity option offered for both upper and lower grade students for one hour daily. On Tuesdays and Thursdays (early release days) the program begins with an hour of physical activity (CATCH curriculum). Students remaining after 5:30 PM often play "Just Dance".
Recommended action:	• Provide nutrition curriculum in enrichment activities.

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

Staff diversity	Staff demographics reflect the diversity of the students, and there are ten staff members. Almost all staff members are bilingual, which is helpful because many of the parents speak Spanish. There are two male staff members.
Student recruitment and diversity	When school is in regular session, there is a waiting list for the program, so student recruitment is not necessary. The program is publicized through fliers, parent phone calls, and passing out registration forms. During distance learning the main method of recruitment has been through teachers making posts on Google Classroom, and information spreading through word-of-mouth.
Cultural awareness and relevance	During distance learning, tutors have been helping students with Black History Month assignments and expanding upon them. When school is in regular session, cultural holidays such as Cinco De Mayo are celebrated, and there has been a Fun Friday with an "Around the World" theme. When available, the Cooking class also discusses cultural themes.
Recommended action:	• Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.

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

Relationships with students	The site lead encourages the staff members to communicate with students. Students trust the staff members and talk about their personal lives and problems. During distance learning, the site lead encourages tutors to focus on social-emotional support and being attentive to student needs. Teachers submit referral forms that ask if students need emotional support. The staff members also serve as positive, college-going role models for students and talk to students about their experiences and answer their questions.
Professional development	Staff members receive ongoing professional development through monthly Saturday Academies, which currently take place online.
Staff evaluation	During distance learning, the site lead observes each staff member daily and follows up as needed. When school is in regular session, the site lead informally observes each staff member periodically throughout the year during walk-throughs, and provides feedback afterwards as needed. There is typically one formal observation and evaluation per semester for each staff member, and the site lead will meet with them to discuss areas to improve.
Recommended action:	• None.

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

Shared vision	The site lead created an ASP mission statement, agreed upon by the staff, which is posted on the wall and the ASP website. Qualitative program goals include providing a safe learning environment, building great working relationships with stakeholders, and encouraging students to achieve greater things. There are no quantitative (measurable) goals.
Recommended action:	• Set measurable goals for the program to track and demonstrate progress.

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

Community partnerships	There are collaborative partnerships, formalized with contracts at the district level, with the Madera Parks and Recreation Department (STEM activities) and the Madera Arts Council (arts-related activities).
Partnership with school	The site lead meets informally with the principal on a daily basis and attends School Site Council (SSC) meetings. The site lead works cooperatively with the principal to support school goals, and there is good communication between the ASP and regular day teachers. During distance learning, teachers fill out a referral form to recommend students to tutoring, and also provide details about social-emotional needs. Homework assistance time helps reinforce what is being taught during the regular school day, through tutoring and lessons that support the regular day curriculum. When school is in regular session, a report is circulated between the ASP staff members and the regular day teachers (in their boxes) to communicate about homework completion and academic progress of individual students. During distance learning, the "daily tutor report" is shared virtually through Google Docs.
Partnership with families	During distance learning there has not been much communication with parents. When school is in regular session, the site lead builds relationships by talking to parents daily when they come in to sign out their students. Staff members can communicate with parents in Spanish when needed. The site lead has plans for Family Night activities including performances, displays of student work, and opportunities for parents to participate in enrichment activities.
Recommended action:	• Continue to develop additional parent engagement strategies.

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

Improvement plan	The CQI plan is a work in progress due to the school shutdown.
Use of data	The site lead does not have access to any data such as students' grades and test scores unless teachers/parents/students share that information with them when discussing specific needs. She does have access to Google Classrooms to check on missing assignments.
Stakeholder feedback	Parents typically provide feedback through the parent surveys (beginning and end of year), but during distance learning there has been no online survey. Parents also provide feedback through SSC meetings and informal conversations with the site lead. Teachers provide feedback through the teacher survey (currently online), tutor reports, and informal talks with staff members. Students provide feedback through the student interest survey (currently online), leadership class, and informal conversations with staff members.
Staff self-assessment	Staff self-assessment takes place during team-building activities at staff meetings, and they discuss how to improve.
Recommended action:	• Complete CQI plan. • Obtain access to student data (grades) to monitor student progress.

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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 (currently online) take place every other week and last one hour. The agenda includes updates and checking in to see how the staff members are doing.
Attendance	Tutors take attendance online and give it to the site lead, who enters it into the ERC system weekly.
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.