

Spring 2021 After School Program Quality Report

Sierra Vista Elementary School

Overall Rating: 2.47

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"> Develop additional methods of acknowledging positive behavior.
2	Active and Engaged Learning	Stage 3-	<ul style="list-style-type: none"> Administer online student interest survey during distance learning.
3	Skill Building	Stage 2+	<ul style="list-style-type: none"> Incorporate formal college and career exploration activities into the enrichment component.
4	Youth Voice and Leadership	Stage 2+	<ul style="list-style-type: none"> Implement online student evaluation survey if necessary. Provide additional community service opportunities for students.
5	Healthy Choices and Behavior	Stage 3-	<ul style="list-style-type: none"> Provide Health/Nutrition enrichment activity for lower graders.
6	Diversity, Access, and Equity	Stage 2+	<ul style="list-style-type: none"> Hire male staff member(s) to increase gender diversity. 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	<ul style="list-style-type: none"> None.
8	Clear Vision, Mission and Purpose	Stage 2+	<ul style="list-style-type: none"> Set additional 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 2+	<ul style="list-style-type: none"> Seek access to student grades to monitor progress. Offer online versions of parent and teacher surveys when necessary. 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.

Spring 2021 After School Program Quality Report

School Name: Sierra Vista Elementary School

Date of Interview: February 23, 2021

1. Safe and Supportive Environment Stage 3:- Mature

Safety and discipline	Health and safety procedures are aligned the regular school day. If a behavioral incident takes place, the site lead will notify the principal, the Teaching Fellows liaison, and the parents. Staff members are easily identifiable with ID badges.
Welcoming, supportive environment	There is a staff of 11 Teaching Fellows who serve 190 students when school is in regular session (currently serving 55 online). Staff members make it a point to welcome the students and talk to them about their day. During distance learning there are daily 30-minute social-emotional well-being checks, as well as special games during monthly online “Fun Fridays” to create a supportive environment. Positive behavior is acknowledged with verbal praise. When school is in regular session, positive behavior is acknowledged with extra Chromebook time or the privilege of helping out tutors during Fun Fridays.
Recommended action:	<ul style="list-style-type: none"> Develop additional methods of acknowledging positive behavior.

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

Program activities	There is an hour of daily enrichment offered Monday through Thursday. There are different offerings for lower and upper grade students, and enrichment topics rotate every four weeks (they rotate weekly online, with links on Google Classroom). During distance learning, activities include Movies, Zumba, Suncatchers, and Arts and Crafts (featuring different themes, materials distributed via Monday drive-throughs). When school is in regular session, activities have included Science, Cooking, Around the World, Sports, and Gardening. Madera Parks and Recreation Department provides STEM activities from Monday through Thursday. The Madera Arts Council provides arts-related activities (dance, ceramics, drama, drawing, guitar, etc.) on Tuesdays and Thursdays. Fun Fridays featuring different themed activities are held each Friday. There are periodic showcase events, such as the Winter Showcase, which feature student performances and will resume after students return to campus.
Student needs and interests	A student interest survey is typically administered in August, although none was given online during distance learning. Most feedback on student needs/interests comes via informal talks with staff members during enrichment, social-emotional well-being checks, or Fun Fridays.
Recommended action:	<ul style="list-style-type: none"> Administer online student interest survey during distance learning.



Spring 2021 After School Program Quality Report

3. Skill BuildingStage 2+: Developing

21 st Century Skills	Staff members submit lesson plans to the site lead, featuring learning goals and objectives connected to grade level standards. The program promotes 21 st century skills including team-building (sports including basketball), collaboration (Science, Cooking), communication (Winter Showcase, female students speaking about their future aspirations on International Women’s Day), critical thinking (STEM activities), creativity (Arts and Crafts), and use of technology (all students have Chromebooks and wi-fi).
Career preparation	When school is in regular session, girls in the ASP research future careers in preparation for International Women’s Day.
College preparation	There are no formal college preparation activities. Staff members talk informally to students about their own college experiences.
Recommended action:	<ul style="list-style-type: none"> • Incorporate formal college and career exploration activities into the enrichment component.

4. Youth Voice and LeadershipStage 2+: Developing

Youth leadership team	When school is in regular session, there is a Student Council (President, VP, etc.) made up of four students, who are elected to their positions. Their duties include tutoring younger students, planning Fun Fridays, providing feedback, and recruiting peers.
Youth input	When school is in regular session, a student interest survey is administered in August, and a student evaluation survey is administered at the end of the year. The Student Council also provides input.
Community service	Some ASP students partnered with high school students for campus beautification and working in the greenhouse. There was also a tree-planting activity.
Recommended action:	<ul style="list-style-type: none"> • Implement online student evaluation survey if necessary. • 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, there is a Health/Nutrition enrichment activity for upper graders that covers sugar levels, types of proteins, healthy eating choices, and cooking healthful recipes. Fun Fridays feature healthy snacks.
Physical activity	Zumba, Yoga, and various exercise videos are offered online during distance learning. When school is in regular session, activities from the CATCH curriculum are implemented for one hour each week on early release days (Tuesdays and Thursdays). There is a Sports enrichment activity (the specific sport rotates each week) that rotates across the grade levels throughout the year.
Recommended action:	<ul style="list-style-type: none"> • Provide Health/Nutrition enrichment activity for lower graders.

6. Diversity, Access, and Equity Stage 2+: Developing

Staff diversity	Staff demographics reflect the diversity of the students, and there are 11 staff members. Approximately 90% of the staff members are bilingual, which is helpful because many of the parents speak Spanish, and there are several ASP students who only speak Spanish. There are no male staff members.
Student recruitment and diversity	There is a waiting list for the program, so recruitment is not necessary. During distance learning the program has been publicized at an online faculty meeting, through presentations in regular day Zoom classes, Connect Ed automated phone calls, and in parent-teacher conferences where ASP staff members serve as translators. When school is in regular session the program is publicized through posters on campus, classroom presentations, Connect Ed, and parent-teacher conferences.
Cultural awareness and relevance	During distance learning there was a Spanish enrichment activity in which students learned about the Mexican culture and created projects. When school is in regular session, there is an Around the World enrichment activity that focuses on a different culture each week. Around the time of Cinco De Mayo, the ASP (in conjunction with the school) holds an international-themed event to celebrate many cultures, which features dance performances.
Recommended action:	<ul style="list-style-type: none"> • Hire male staff member(s) to increase gender diversity. • Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.

Spring 2021 After School Program Quality Report

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

Relationships with students	During distance learning the focus has been on the social-emotional well-being of students, with daily 30-minute checks. The site lead encourages the staff members to communicate with students and let them know they are there for them, and to ask them how they are doing. Students feel comfortable confiding in the staff. The staff members also serve as positive, college-going role models and talk to students about their experiences and answer their questions.
Professional development	Staff members receive ongoing professional development through monthly Saturday Academies, which are currently online. The site lead also provides training at monthly staff meetings.
Staff evaluation	During distance learning, the site lead observes each staff member daily on Zoom and provides feedback via phone or e-mail. When school is in regular session, the site lead informally observes each staff member weekly during walk-throughs, and provides one-on-one feedback afterwards as needed. There is one formal evaluation per semester (December and June) for each staff member, and the site lead will meet with them to discuss areas to improve.
Recommended action:	<ul style="list-style-type: none"> • None.

8. Clear Vision, Mission and PurposeStage 2+: Developing

Shared vision	The ASP has its own mission statement. The program's vision is communicated through brochures, fliers, and the ASP website. The site lead sets general goals for the program including providing a safe environment, increasing attendance, recruiting, building a great working relationship with stakeholders, providing entertaining enrichment options, and providing daily homework time.
Recommended action:	<ul style="list-style-type: none"> • Set additional measurable goals for the program and track them to demonstrate progress.

Spring 2021 After School Program Quality Report

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). There is a also a partnership with Girls Scouts of America who provide curriculum and supplies for a month-long enrichment activity that serves 30 lower and upper grade girls each year.
Partnership with school	The site lead meets formally with the principal monthly and communicates informally daily. The site lead provides a daily report to the administration via e-mail and attends faculty meetings as well as School Site Council (SSC). The principal is extremely supportive of the ASP. The site lead works cooperatively with the principal to support school goals such as boosting online ASP attendance and providing homework help as well as engaging enrichment activities. Regular day teachers are very pro-active about letting the ASP staff know which students need extra help and on which academic topics they need additional reinforcement. Homework assistance time helps reinforce what is being taught during the regular school day, through tutoring and lessons that support the regular day curriculum. One-on-one tutoring is being offered online on Wednesdays for students who are struggling the most. A weekly homework report (during distance learning this is done through an online spreadsheet) is circulated between the ASP staff members and the regular day teachers to communicate about homework completion and academic progress of individual students. When school is in regular session, these reports are placed in teachers' boxes on Thursdays and returned on Fridays.
Partnership with families	During distance learning ASP have made phone calls to parents (of students identified by teachers as missing class or homework) to develop a relationship and offer ASP resources or technical help. When school is in regular session, parents are invited to student showcase events each semester. Parents also help chaperone ASP field trips (which have included San Francisco Exploratorium, Gilroy Gardens, and the Monterey Bay Aquarium in the past). The staff is mostly bilingual and can talk to parents in Spanish and helps them translate letters from the school or at parent-teacher conferences when needed. The site lead also refers parents to the resources of the Parent Center on campus, which holds periodic parent workshops on various topics.
Recommended action:	<ul style="list-style-type: none"> • None.

Spring 2021 After School Program Quality Report

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	ASP staff members do not have access to student grades, but teachers let them know which students need help.
Stakeholder feedback	When school is in regular session, parents provide feedback through the parent surveys (beginning and end of year), SSC, and informal conversations with the site lead. Teachers provide feedback through the teacher survey, homework reports, and informal talks with staff. Students provide feedback through the student interest survey, evaluation survey, Student Council, and informal conversations with staff. Surveys have not taken place during distance learning.
Staff self-assessment	There is no formal self-assessment opportunity for staff, but they have informal discussions at staff meetings.
Recommended action:	<ul style="list-style-type: none"> • Seek access to student grades to monitor progress. • Offer online versions of parent and teacher surveys when necessary. • 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, 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 monthly and last one hour. The agenda includes information from the administration, adjustments made for COVID, and upcoming events.
Attendance	Staff members take attendance daily and turn it in to the assistant site lead who enters the data into the ERC system.
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.