Spring 2021 After School Program Quality Report

Washington Elementary School

Overall Rating: 2.53	**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 2+**	• Implement online student interest survey during distance learning. • Follow through on implementation of online enrichment activities.
3	**Skill Building**	**Stage 3-**	• Provide additional enrichment activities related to college and career exploration for upper grade students.
4	**Youth Voice and Leadership**	**Stage 2+**	• Implement online student evaluation form during distance learning. • Provide additional community service opportunities.
5	**Healthy Choices and Behavior**	**Stage 3**	• None.
6	**Diversity, Access, and Equity**	**Stage 3-**	• 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**	• None.
8	**Clear Vision, Mission and Purpose**	**Stage 2+**	• Set additional measurable goals (beyond attendance) for the program and track progress.
9	**Collaborative Partnerships**	**Stage 3**	• None.
10	**Continuous Quality Improvement**	**Stage 2**	• Obtain access to student grades to monitor progress. • Administer online stakeholder surveys during distance learning.
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: Washington Elementary School   **Date of Interview: February 25, 2021**

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

Safety and discipline	Health and safety procedures are aligned with the regular school day, and the ASP has implemented extra security measures, such as students wearing vests to go outside unaccompanied. If a behavioral incident takes place, the site lead will contact the principal, the Teaching Fellows Liaison, and the parents. It will also be documented in the daily e-mail report, which goes to the school administration and Teaching Fellows. Staff members are easily identifiable with ID badges.
Welcoming, supportive environment	The program has 10 staff members in addition to the site lead and is currently serving approximately 60 students online (160 students when on campus). It is a very personal environment and the staff members have a strong bond with the students. During distance learning the staff creates a supportive environment by providing a 10-minute social-emotional support time each day, playing games with the students, and giving students a chance to share how they are feeling. Staff members acknowledge positive behavior verbally and by sending home holiday cards with family meals and healthy snacks. When school is in regular session incentives included getting to be in the "site lead class" on Fridays with extra enrichment activities, the ability to choose Fun Friday activities, and the "Secret Student" game for small prizes.
Recommended action:	• None.

2. Active and Engaged Learning...**Stage 2+: Developing**

Program activities	There is currently no enrichment offered online, but it will be starting in March. When school is in regular session, there is an hour of daily enrichment offered Monday through Thursday. There are separate slates of activities offered for upper and lower grades, and student usually have a choice from among three activities. Enrichment topics rotate every month. Past activities have included Winter Wonderland (holiday themes), Dance, STEM, Lego Robotics, and Arts and Crafts. The Madera Arts Council provides arts-related activities (ceramics, drama, drawing, etc.) twice per week. Fun Fridays featuring different themed activities are held each Friday. The ASP puts on periodic showcase events each year (Harvest Dinner, Haunted House, talent show) for parents to come and watch student performances.
Student needs and interests	A student interest survey is typically administered in August (but not this year). Students also provide input through informal conversations with staff members.
Recommended action:	• Implement online student interest survey during distance learning. • Follow through on implementation of online enrichment activities.

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

21st Century Skills	Staff members submit lesson plans to the site lead, featuring learning goals and objectives connected to grade level standards. The program promotes 21st century skills including team-building (sports activities), collaboration (planning and organizing events), communication (presenting work to the class), critical thinking (Lego Robotics, STEM), creativity (arts, crafts, Winter Wonderland showcase event), and use of technology (all students have school-issued Chromebooks).
Career preparation	During distance learning, 6th grade students wrote about what they want to become. When school is in regular session, a "Life Skills" enrichment was offered where students simulated jobs, paychecks, and budgeting, and researched careers.
College preparation	Staff members talk informally to the students about their own college experiences. When school is in regular session, 6th graders participated in an enrichment activity in which they researched a university and its requirements.
Recommended action:	• Provide additional enrichment activities related to college and career exploration for upper grade students.

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

Youth leadership team	When school is in regular session there is a monthly Leadership class made up of 10-15 upper grade students who sign up to participate. They help plan Fun Fridays or other events, help with student surveys, and assist in lower grade classes when needed.
Youth input	A student interest survey is typically administered in August, and informal conversations with staff members take place throughout the year. When school is in regular session, there is a student evaluation form at the end of each activity.
Community service	The ASP assists the regular day with charity drives. Students help decorate and perform at school and community events.
Recommended action:	• Implement online student evaluation form during distance learning. • Provide additional community service opportunities.

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

Nutrition	When school is in regular session there is a Cooking class that makes healthy recipes, and students make healthy snacks during some Fun Fridays.
Physical activity	During distance learning, ASP staff lead students in physical activities such as stretching exercises, yoga, and running. When school is in regular session, sports enrichment activities are offered three days per week. On Tuesdays and Thursdays there is an extra hour for physical activity. Fun Fridays also feature opportunities for physical activity.
Recommended action:	• None.

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

Staff diversity	Staff demographics reflect the diversity of the students, and there are ten staff members including the site lead. Over half of the staff members are bilingual, which is helpful because many of the parents speak Spanish. There are no male staff members.
Student recruitment and diversity	There is a waiting list for the program, so student recruitment is not necessary, except periodically for certain grades. Recruiting on campus includes fliers, Parent Square posts, word-of-mouth, and through regular day teachers. During distance learning, recruitment takes place through Parent Square posts, teacher posts on Google Classroom, and parent phone calls (referred by teachers) to offer tutoring services.
Cultural awareness and relevance	During distance learning, students learned about famous African-Americans for Black History Month. When school is in regular session there is an "Around the World" enrichment activity, as well as recognition of Black History Month and Hispanic Heritage Month. For Cinco De Mayo, there is an after school activity featuring decorations and performances.
Recommended action:	• 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.

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

Relationships with students	The site lead encourages communication with students, including talking to them about their interests. During distance learning the staff members built in social-emotional support time and many students have opened up. Students also stay connected through e-mail as a method to share how they are feeling. 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 (currently online). The site lead also trains them at monthly staff meetings on various topics.
Staff evaluation	During distance learning, the site lead observes each staff member daily on Zoom and provides feedback weekly or as needed. When school is in regular session, the site lead informally observes each staff member during weekly walk-throughs, and provides one-on-one feedback afterwards as needed. There is one formal 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 ASP has its own mission statement, which is communicated through the program brochure, ASP website, and posted in the office. The site lead's goals for the program include boosting attendance, engaging students, helping students develop life skills, providing support and educational opportunities for families, and improving students' academic performance (monitored through teacher responses on the homework report or e-mails since they do not have access to check grades).
Recommended action:	• Set additional measurable goals (beyond attendance) for the program and track 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 Arts Council (arts-related activities), and the Girls Scouts of America (trained staff members to teach a month-long enrichment activity).
Partnership with school	The site lead meets formally with the principal monthly and communicates informally weekly. The site lead provides a daily report to the administration via e-mail. The school administration is very supportive of the ASP, regarding both the tutoring and the enrichment aspects. Regular day teachers will sometimes come to the ASP staff members with concerns and/or requests regarding extra help for individual students. "Academics" and tutoring time help reinforce what is being taught during the regular school day, through one-on-one help and lessons that support the regular day curriculum. Tutoring is currently offered online for two and a half hours per day. A weekly homework report is circulated (currently via online spreadsheet) between the ASP staff members and the regular day teachers to communicate about homework completion and academic progress of individual students.
Partnership with families	There is a high level of parent involvement and communication. The ASP office is located right next door to the Parent Resource Center. Staff members pass out fliers to promote PRC events, and also refer parents to the PRC when needed. Staff members speak in Spanish to parents. Parents are invited to periodic showcase events. The site lead calls parents if there are any homework or attendance concerns.
Recommended action:	• None.

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 or test scores. Most teachers provide access to Google Classroom to check missing assignments and see where students need extra help.
Stakeholder feedback	Parents provide feedback through the parent surveys (beginning and end of year) and informal conversations with the site lead. Teachers provide feedback through the teacher survey, homework reports, and informal talks with staff members. Students provide feedback through the student interest survey and informal conversations with staff. Surveys have not been given online during distance learning.
Staff self-assessment	There has been a formal self-assessment for staff.
Recommended action:	• Obtain access to student grades to monitor progress. • Administer online stakeholder surveys during distance learning.

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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 take place monthly and last 60-90 minutes. The agenda includes areas to improve, classroom management, lesson plans, upcoming events, and how things are going. There are also informal staff meetings at the beginning and end of each week.
Attendance	ASP staff members take attendance online each day and submit it to the assistant site lead who enters it into the ERC system.
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.