

Spring 2015 After School Program Quality Report

Sample High School

Overall Rating: 2.30

Implementation Stages

The program was rated during an observation and interview conducted on or before May 22, 2015 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 the degree to which a set of best practices were implemented. 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 students and can serve as a model for other programs.	Stage of program development in which some recognized best practices for working with students 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 students.

	Quality Standards	Rating	Recommended Action
1	Safe and Supportive Environment	Stage 3	<ul style="list-style-type: none"> None.
2	Active and Engaged Learning	Stage 3-	<ul style="list-style-type: none"> None.
3	Skill Building	Stage 2	<ul style="list-style-type: none"> Provide more opportunities for all students to develop technology skills.
4	Youth Voice and Leadership	Stage 2+	<ul style="list-style-type: none"> Offer a leadership activity for students. Implement campus beautification project or additional service learning opportunities for students.
5	Healthy Choices and Behavior	Stage 2+	<ul style="list-style-type: none"> Re-institute nutrition-focused cooking activity.
6	Diversity, Access, and Equity	Stage 2+	<ul style="list-style-type: none"> Provide additional opportunities for students to explore, share, and celebrate their heritage and culture with others.
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 measurable goals for the program to demonstrate progress. Keep information up-to-date on website.
9	Collaborative Partnerships	Stage 2	<ul style="list-style-type: none"> Establish collaborative partnerships.
10	Continuous Quality Improvement	Stage 2	<ul style="list-style-type: none"> Obtain access to additional data sources such as ATLAS. Review student data at regular intervals during the school year to monitor academic progress of students in the program.
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.



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School Name: Slater Elementary School

Date of Visit: February 18, 2015

1. Safe and Supportive EnvironmentStage 3: Mature

Program environment	The staff takes time to get to know students personally, connecting with them and their interests. The staff finds students' strengths and builds lessons around them. Students are encouraged to open up to tutors about their feelings. The staff follows emergency procedures and holds practice drills.
Recommended action:	<ul style="list-style-type: none"> • None.

2. Active and Engaged Learning Stage 3-: Mature

Program activities	The program provides hands-on, project-based activities in Science (ongoing experiments) and Sewing (dolls, blankets, etc.). The program also offers dance, sports, and outdoor team-building activities.
Student needs and interests	Students complete a survey each semester to share about what they like and what they would like to see in the program. Students get to choose their electives (ranked from 1 to 3) and the site lead tries to give them their first choice to the extent possible.
Recommended action:	<ul style="list-style-type: none"> • None.

3. Skill BuildingStage 2: Developing

Employability	Students learn to work as a team as they work on group projects and also in the outdoor games activity. During Academics, students frequently collaborate in pairs, read aloud to each other, and explain problems to each other. There is no technology component currently as the computers need to be fixed, but the site lead plans to help students develop their typing and computer skills early.
College preparation	The summer program expands students' horizons by exposing them to the Fresno State campus.
Recommended action:	<ul style="list-style-type: none"> • Provide opportunities for all students to develop technology skills.

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

Youth input and decision making	Students provide feedback and suggest improvements through the student survey each semester. Each week students provide input regarding what games they would like to play on Fun Fridays. Older students develop leadership skills by helping run games for the younger students on Fun Fridays. Students also enjoy serving as line leaders or tutor helpers during the academic or enrichment activities.
Community involvement	Students make receiving blankets in Sewing and plan to donate them to a local hospital. The site lead also has plans for getting students involved in campus beautification in the future.
Recommended action:	<ul style="list-style-type: none"> • Offer a leadership activity for students. • Implement campus beautification project or additional service learning opportunities for students.



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5. Healthy Choices and BehaviorStage 2+: Developing

Nutrition	The program provides nutritious snacks: super-snack at 3:30 PM and a second snack at 5:30 PM. The site lead also provides nutritious snacks on special occasions such as basketball games. There used to be a world cultures-themed cooking activity which cooked nutritious recipes.
Physical activity	Sports teams (for boys and girls), dance, and other outdoor sports activities (for students not on teams) provide opportunities for physical activity. The site lead is currently getting a team together for the District Pentathlon competition (physical activity and nutrition) this Spring.
Recommended action:	<ul style="list-style-type: none"> • Re-institute nutrition-focused cooking activity.

6. Diversity, Access, and EquityStage 2+: Developing

Staff diversity	The staff is comprised of University tutors. The University School of Education hires diverse, open-minded tutors. The staff demographics match the students pretty well. Saturday Academies teach staff about working with and connecting with diverse students.
Student recruitment and diversity	Recruitment is not a major issue because there is a waiting list to get into the program. Parents sign students up and then there is a lottery to determine who gets in. Program participants reflect the diversity of the school's demographics.
Cultural awareness and relevance	There was a themed united on worldwide cultures. Each week focused on a different culture and students were able to share about their own culture (through arts/crafts, cooking, dressing a doll in cultural fashions to reflect themselves, etc.).
English learners inclusion	The staff includes bilingual tutors who provide academic support for EL students. Activities such as "5-a-day" help EL students with vocabulary development. There is always a translator at parent meetings to make parents comfortable and help fill out applications. Fliers are always bilingual.
Recommended action:	<ul style="list-style-type: none"> • Provide additional opportunities for students to explore, share, and celebrate their heritage and culture with others.

7. Quality StaffStage 3: Mature

Staff recruitment, hiring, and training	Staff screening and hiring is handled by the University's School of Education. The School of Education sends candidates to the site lead and she hires those who are the best fit for the school. Most staff training takes place at Saturday Academies as well as the School of Education's orientation process. The district provides a training packet. The site lead provides informal site-specific orientation for new staff. The site lead makes every effort to retain a consistent staff by trying to work with their school schedules and seeking their input on ideas for the program.
Staff evaluation	The parent survey gives parents the opportunity to provide feedback about the staff. The site lead conducts two classroom observations per week, followed up by coaching sessions. There are formal, one-on-one staff evaluations each semester based on the University or District criteria.
Recommended action:	<ul style="list-style-type: none"> • None.

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

Shared vision	The program has a clear mission statement, vision, and goals (serving community, safe environment, expanding horizons, etc.) although the goals do not have measurable outcomes. There is a program brochure that communicates the mission statement and program expectations to parents and the community. The site lead presents at SSC meetings and had a table at Back To School Night. There is also a website with program information, but it needs to be updated.
Recommended action:	<ul style="list-style-type: none"> • Set measurable goals for the program to demonstrate progress. • Keep information up-to-date on website.

9. Collaborative Partnerships Stage 2: Developing

Community partnerships	There are currently no collaborative partnerships. There was a guest speaker from the Red Cross who spoke to students about emergencies.
Partnership with school	The site lead meets formally at the beginning of the school year with the administration to discuss their expectations (such as implementing Common Core this year). She checks in with the Principal and Vice Principal daily, and submits daily reports. She describes the administration as “pretty hands-off”. The program is partnering with the school to hold a Movie Night for families. The program’s academic component reinforces what is being taught during the regular school day by working on implementing Common Core (collaborative thinking, group work). The tutors’ lesson plans are based on the students’ homework from the regular school day. Common Core standards are listed on each lesson plan. ASP staff have consistent back-and-forth communication with the regular day teachers through weekly “homework reports”.
Recommended action:	<ul style="list-style-type: none"> • Establish collaborative partnerships.

10. Continuous Quality Improvement Stage 2: Developing

Use of data	The main source of data is the report card, along with informal communication with teachers. The staff does not have access to students’ test scores or grades (ATLAS).
Stakeholder feedback	Parents provide feedback through the parent survey and SSC, and also call the program or drop in. Students provide feedback through the student survey as well as daily informal conversations with staff. There is a survey for the regular day teachers on topics such as classroom use and what they would like to see in the program. Program staff share ideas at monthly staff meetings, the weekly Fun Friday meeting (based on their ideas) and one-on-one conversations with the site lead.
Staff self-assessment	There is no formal self-assessment, but staff is encouraged to look over the observation criteria and assess themselves informally.
Recommended action:	<ul style="list-style-type: none"> • Obtain access to additional data sources such as ATLAS. • Review student data at regular intervals during the school year to monitor academic progress of students in the program.

11. Program Management Stage 3: Mature

Documented program plan	Program management is based on CDE guidelines (curriculum binder, lesson plans, policies, emergency procedures, etc.) and contained in binders.
Recommended action:	<ul style="list-style-type: none"> • None.

12. Sustainability Stage 1: Early

Cultivation of support	There are no current efforts, but the site lead is interested in the idea of reaching out to community organizations and/or businesses to cultivate support.
Recommended action:	<ul style="list-style-type: none"> • Actively outreach and engage potential partners to sustain program services.

