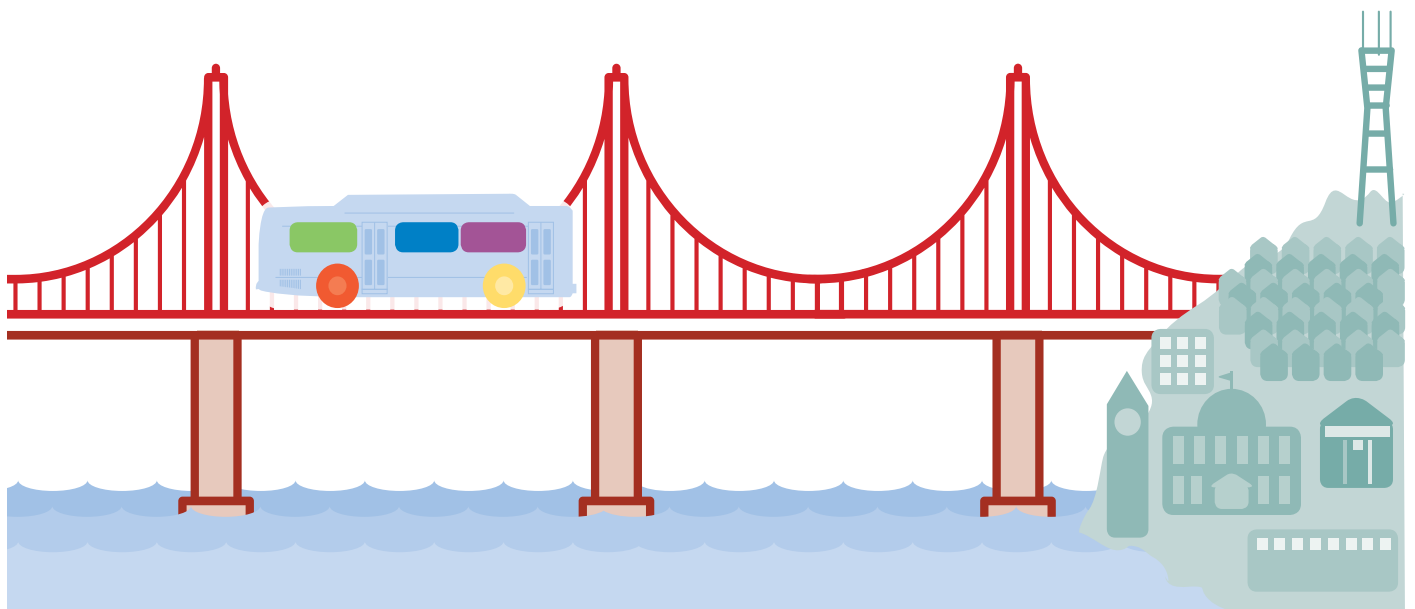


# EXCEL AFTER SCHOOL QUALITY ACTION PLAN

2019-2020



**OUR JOURNEY TO PROVIDE  
HIGH QUALITY AFTER SCHOOL PROGRAMS  
FOR SFUSD STUDENTS**



# TABLE OF CONTENTS

<b>SFUSD INITIATIVES &amp; PRIORITIES</b>	<b>1</b>
SFUSD MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK FOR AFTER SCHOOL	2
<b>ExCEL'S COMMITMENT TO SYSTEM-BUILDING &amp; CONTINUOUS IMPROVEMENT</b>	<b>3</b>
ExCEL'S THEORY OF ACTION	4
CREATING SYSTEMS & STRUCTURES THAT SUPPORT PROGRAM QUALITY	5
HIGH QUALITY ExCEL PROGRAMS	6
SOCIAL EMOTIONAL LEARNING IN SFUSD AND ExCEL	7
BEING A WARM DEMANDER: OUR EQUITY APPROACH	8
<b>BASIC ELEMENTS AND BEST PRACTICES FOR ExCEL PROGRAMS</b>	<b>10</b>
SAFE & SUPPORTIVE CULTURE & CLIMATE (SSCC)	10
HEALTHY ACTIVE YOUTH (HAY)	11
TEACHING & LEARNING (TL)	12
STRONG SYSTEMS & STRUCTURES (SSS)	14
INTENTIONAL PROGRAM DESIGN (IPD)	15
BEST PRACTICES ACROSS PROGRAM ENVIRONMENTS = CROSS POLLINATION	16
<b>STEPS OF THE JOURNEY</b>	<b>17</b>
2019-2020 TIMELINE OF QAP PROCESS	18
EXCEL MANAGEMENT SYSTEM (EMS) DEADLINES	19
<b>ANALYZE DATA</b>	<b>20</b>
<b>BASELINE ASSESSMENT</b>	<b>22</b>
<b>CREATE YOUR QUALITY ACTION PLAN</b>	<b>23</b>
<b>IMPLEMENT QAP STRATEGIC ACTIONS</b>	<b>25</b>
<b>MILE MARKER #1</b>	<b>26</b>
<b>CHECK-IN MEETING</b>	<b>28</b>
<b>IMPLEMENT QAP STRATEGIC ACTIONS</b>	<b>29</b>
<b>MILE MARKER #2</b>	<b>30</b>
<b>SFUSD YOUTH &amp; FAMILY SEL—CULTURE &amp; CLIMATE SURVEY COLLECTION</b>	<b>32</b>
<b>REFLECT &amp; PLAN MEETING</b>	<b>34</b>
<b>DEBRIEF &amp; CELEBRATE</b>	<b>35</b>
<b>QUALITY ACTION PLAN DOCUMENTS &amp; TOOLS</b>	<b>36</b>
BASELINE ASSESSMENT 2019-2020	37
QUALITY ACTION PLANNING	42
PROGRAM WALK-THROUGH 2019-2020 K-8	52
PROGRAM WALK-THROUGH 2019-2020 HIGH SCHOOL	68
ATTENDANCE COMPLIANCE REVIEW	86
BASIC ELEMENTS ASSESSMENT	89
ATTENDANCE COMPLIANCE REVIEW	93
REFLECT & PLAN SUMMARY	96

# SFUSD INITIATIVES & PRIORITIES

ExCEL After School Programs strive to align with, integrate, and build upon existing initiatives and priorities of the San Francisco Unified School District. Below are descriptions of some of the core efforts that inform and guide our work.

## VISION 2025

This is our district's long term plan. It paints a picture of the qualities, talents and skills every student graduating our schools should possess. It's a living document of our city's ambitions for our students and our schools.

## TRANSFORM LEARNING, TRANSFORM LIVES

This our district's strategic plan. It is a detailed guide to continuous improvement, using research-based strategies that have demonstrated effectiveness.

## THE LOCAL CONTROL AND

**ACCOUNTABILITY PLAN (LCAP)** is the compendium to the SFUSD annual budget. It is created and reviewed annually with community input and submitted to the SF Board of Education and the California Department of Education. It includes student outcomes and other indicators, including annual targets and results, as well as accompanying actions, services and expenditures.

**SOCIAL-EMOTIONAL LEARNING (SEL)** in SFUSD is centered around four research-based competencies:

- **SELF-MANAGEMENT**
- **SOCIAL AWARENESS**
- **GROWTH MINDSET**
- **SELF-EFFICACY**

Students acquire skills in connection with each competency, both through explicit teaching and through SEL skills embedded in content curriculum. These SEL skills help students become learners ready for graduation and life beyond SFUSD by giving students the tools to deal with change, stress, conflict, or difficulty. Our PK-5th report cards assess these competencies.

## MISSION STATEMENT

Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

## UNIVERSAL GOALS

- **ACCESS AND EQUITY** Make social justice a reality by ensuring every student has access to high-quality teaching and learning.
- **STUDENT ACHIEVEMENT** Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.
- **ACCOUNTABILITY** Keep district promises to students and families and enlist everyone in the community in doing so.

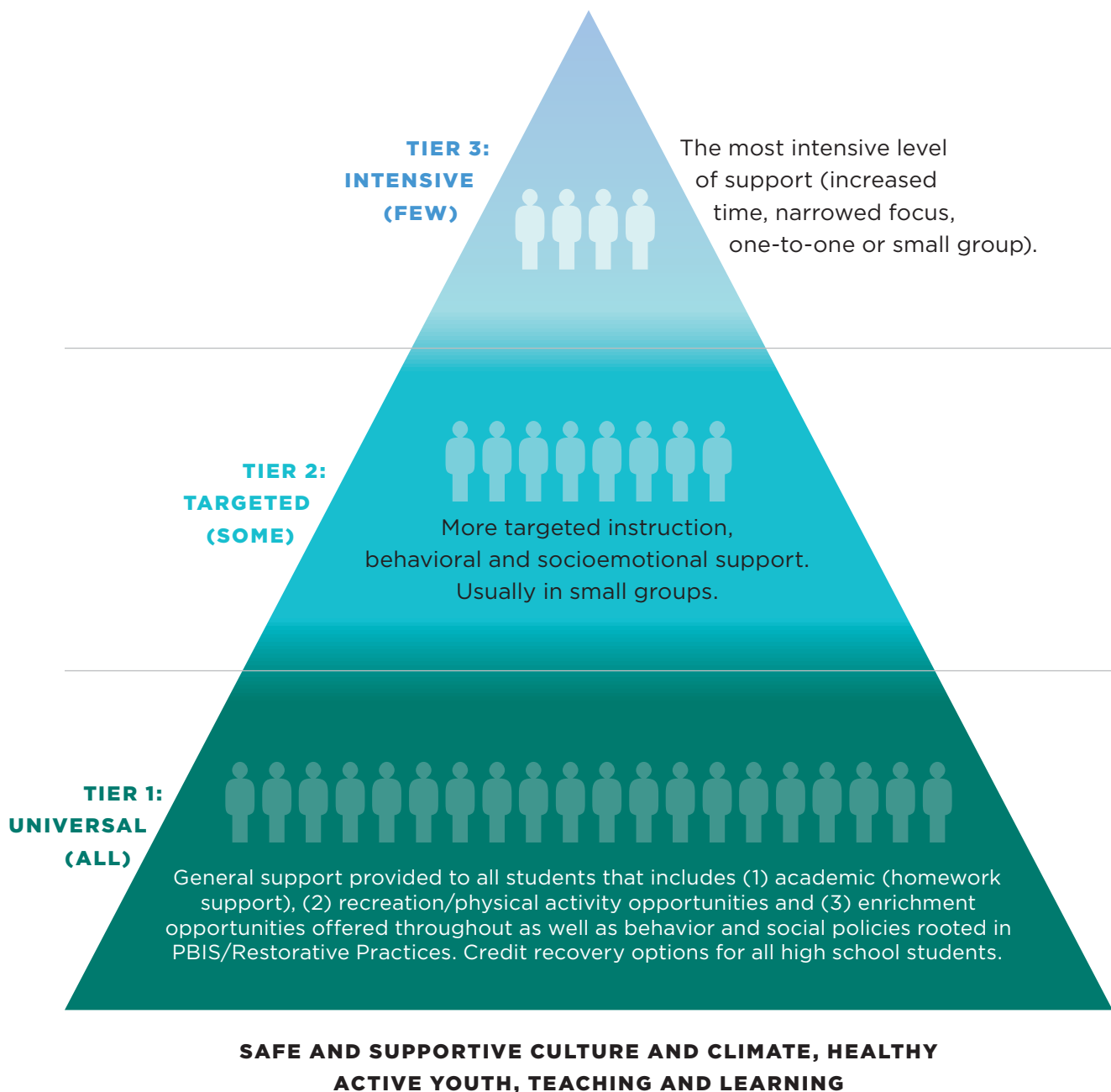
## CORE BELIEFS

- The achievement gap is the greatest civil rights issue facing SFUSD.
- It is possible to increase academic achievement of high-performing students and accelerate achievement of those currently less academically successful.
- Quality schools offer engaging and challenging programs, caring and committed staff, strong and visible leaders, and instruction differentiated to meet each child's needs.
- Authentic partnerships are essential to achieving our vision for student success.
- Equity is the work of eliminating oppression, ending biases and ensuring equally high outcomes for all participants through the creation of multicultural, multilingual, multiethnic, and multiracial practices and conditions; as well as removing the predictability of success or failure that currently correlates with any social or cultural factor.

# SFUSD MULTI-TIERED SYSTEM OF SUPPORT (MTSS) FRAMEWORK FOR AFTER SCHOOL

SFUSD uses a Multi-Tiered System of Support (MTSS) Framework to ensure that all youth are supported. An MTSS program design offers three tiers of support—universal (Tier 1), targeted (Tier 2), and intensive (Tier 3). When combined, these three tiers ensure all students receive the level of support they need to be successful.

ExCEL program sites can utilize this tiered framework to think about how to design programs that effectively meet student needs and provide a high quality learning experience.



# ExCEL'S COMMITMENT TO SYSTEM-BUILDING & CONTINUOUS IMPROVEMENT

ExCEL has embraced the District's commitment to student success by creating a responsive, intentionally designed system that encourages high quality programming. ExCEL strategically aligns its resources and efforts with SFUSD's articulated priorities, and ensures compliance with the California Department of Education's (CDE) grant guidelines and state-wide Expanded Learning Quality Standards.

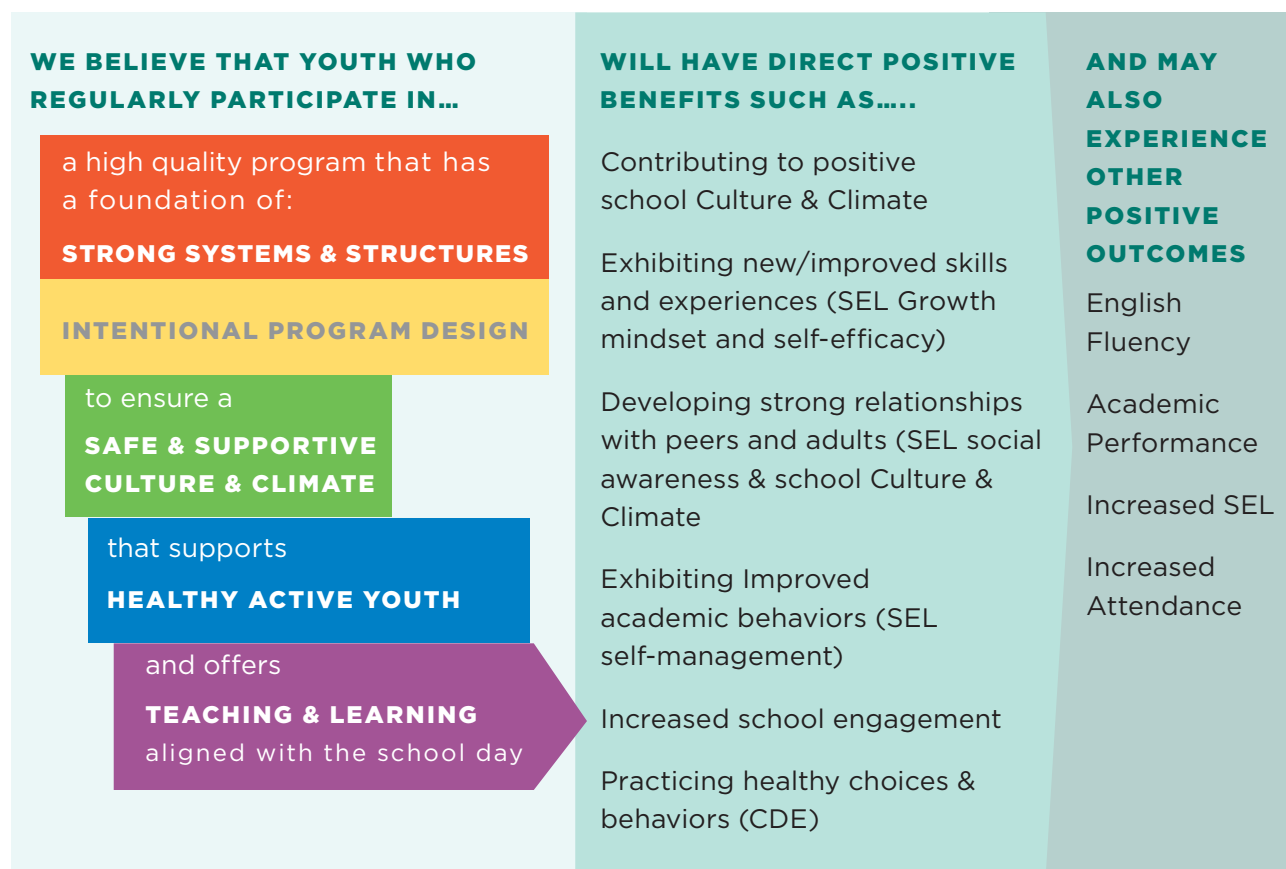
ExCEL strives to model a commitment to continuous improvement by implementing a rigorous annual evaluation process, actively soliciting input and feedback from Principals, Academic Liaisons, CBO Directors, Site Coordinators, SFUSD Departments, and City Partners, while leading a Quality Action Plan process that includes planning with data, goal setting, and reflection.



# ExCEL'S THEORY OF ACTION

## SAN FRANCISCO ExCEL AFTER SCHOOL PROGRAMS

The development of the Quality Action Plan (QAP) is informed by the Theory of Action and driven by data. The QAP improvement process helps sites to strategically plan and reflect on their practice. The intentional design and implementation of high quality programs will contribute to positive benefits for youth.



ExCEL's Theory of Action illustrates how intentional program design and implementation creates high quality programming and impacts student success. More than 20,000 students are served by ExCEL after school programs annually. Providing high quality after school experiences for these SFUSD youth can result in positive benefits that may contribute towards their success in school and life. ExCEL's Quality Action Plan is informed by this Theory of Action and grounded in social emotional learning. ExCEL after school programs participate in a structured planning & reflection journey to learn, grow, and provide high quality programs for SFUSD students.

## CREATING SYSTEMS & STRUCTURES THAT SUPPORT PROGRAM QUALITY

ExCEL partners with school sites and community-based organizations (CBO's) to build a strong system that supports site programs in creating and implementing high quality after school experiences for SFUSD.



**Students:** Students and families are at the center of our work. In partnership with the day school, our programs support students to acquire both the academic and socio-emotional knowledge, skills, competencies, and dispositions that they will need to thrive in their futures.



**Bus:** ExCEL After School Programs: We strive to create high quality school-based after school experiences for students. We imagine ourselves as a vehicle—supporting young people on their academic, social and emotional journeys.



**Fuel:** SEL (Social Emotional Learning) fuels our work and provides the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



**CBO Staff:** [Program Managers](#), [Site Coordinators](#), [Program Leaders](#) and [Academic Liaisons](#) work as a cohesive team towards a common vision for student academic success and socio-emotional health.



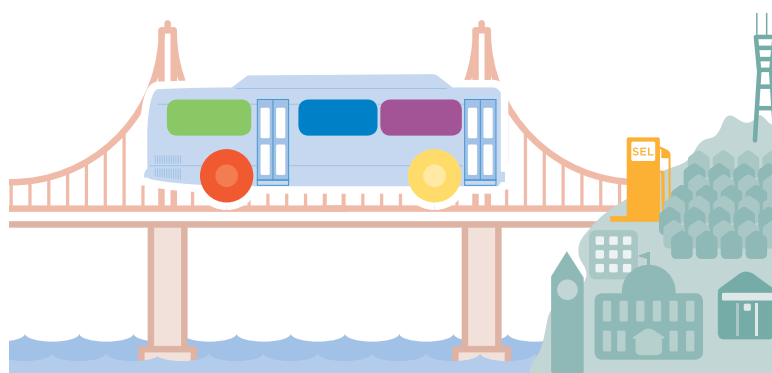
**Bridge:** Capacity-building support system



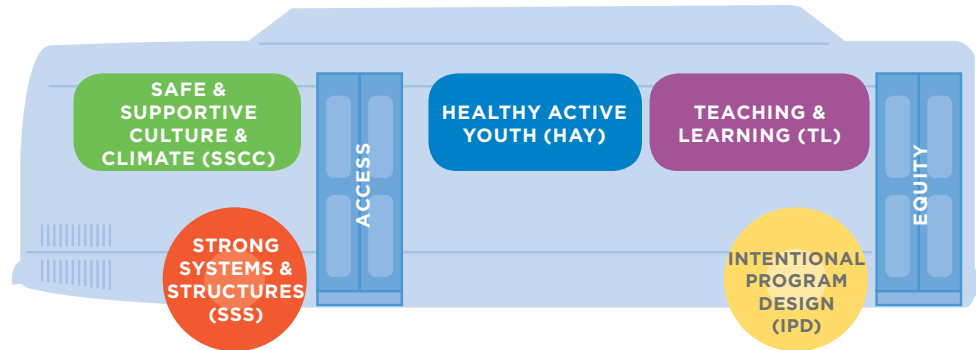
**Pillars:** Primary partners who contribute to the system: ExCEL, CBO, School Site



**Waters:** Current system challenges that exist in our work



# HIGH QUALITY ExCEL PROGRAMS



The **doors** of our bus represent our belief that we can help make social justice a reality by ensuring that 1) the students in our programs have **ACCESS** to high-quality academic and socio emotional learning supports and 2) that our programs are led by community partners who have an unwavering commitment to **EQUITY**.

**EQUITY** is a necessary component in narrowing the opportunity gap and addressing social injustice by: recognizing, respecting, and attending to the diverse strengths and challenges of the students we serve. ExCEL programs strive to provide access to high quality programs that are linked to learning for all participating students.



The **wheels** of the QAP bus represent the foundational elements that support program quality and keep ExCEL programs moving forward towards excellence. Each wheel is made up of **BASIC ELEMENTS** which are non-observable, quality indicators that are essential practices to support program improvement.



The **windows** on the QAP bus represent the three programmatic areas of every ExCEL program which. Each window is made up of both **BEST PRACTICES**—observable indicators of an exemplary program, as well as Basic Elements, that directly support each programmatic area. The **BEST PRACTICES** can be observed in each of the four primary program environments—Homework/Study Time, Snack/Supper, Recreation and Enrichment.



**The QAP Journey:** This roadmap outlines the steps that each after school program must complete throughout the school year, identifies which tool is coming up next, and when they are due for a continuous cycle of improvement.



**E-Quality Action Plan (E-QAP):** The E-QAP is the online data collection tool where each school site tracks the selected **STRATEGIC ACTIONS** to support the **window and wheel goals** and measure continuous quality improvement.



# SOCIAL EMOTIONAL LEARNING IN SFUSD AND ExCEL



Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SEL fuels our QAP bus and is a necessary component for both students and adults on our journey to create high quality learning experiences.

**SEL in SFUSD and ExCEL is centered on four research-based competencies:**



**GROWTH MINDSET (GM)** is the belief that one's abilities can grow with effort. Students with a growth mindset believe that their abilities, intelligence, and talents can be developed through effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks.



Students with strong **SELF-EFFICACY (SE)** have confidence in their ability to succeed and to exert control over their own motivation, behavior, and environment. Self-efficacy is the belief in one's own ability to succeed in achieving an outcome or reaching a goal, and reflects confidence in the ability to exert control over one's own motivation, behavior, and environment.

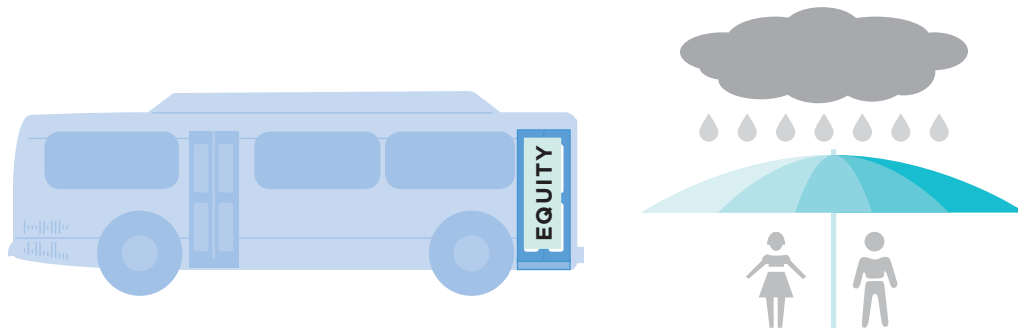


**SELF-MANAGEMENT (SM)** refers to a student's ability to regulate emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working towards personal and academic goals. Students with strong self-management skills are attentive and can work independently with focus.



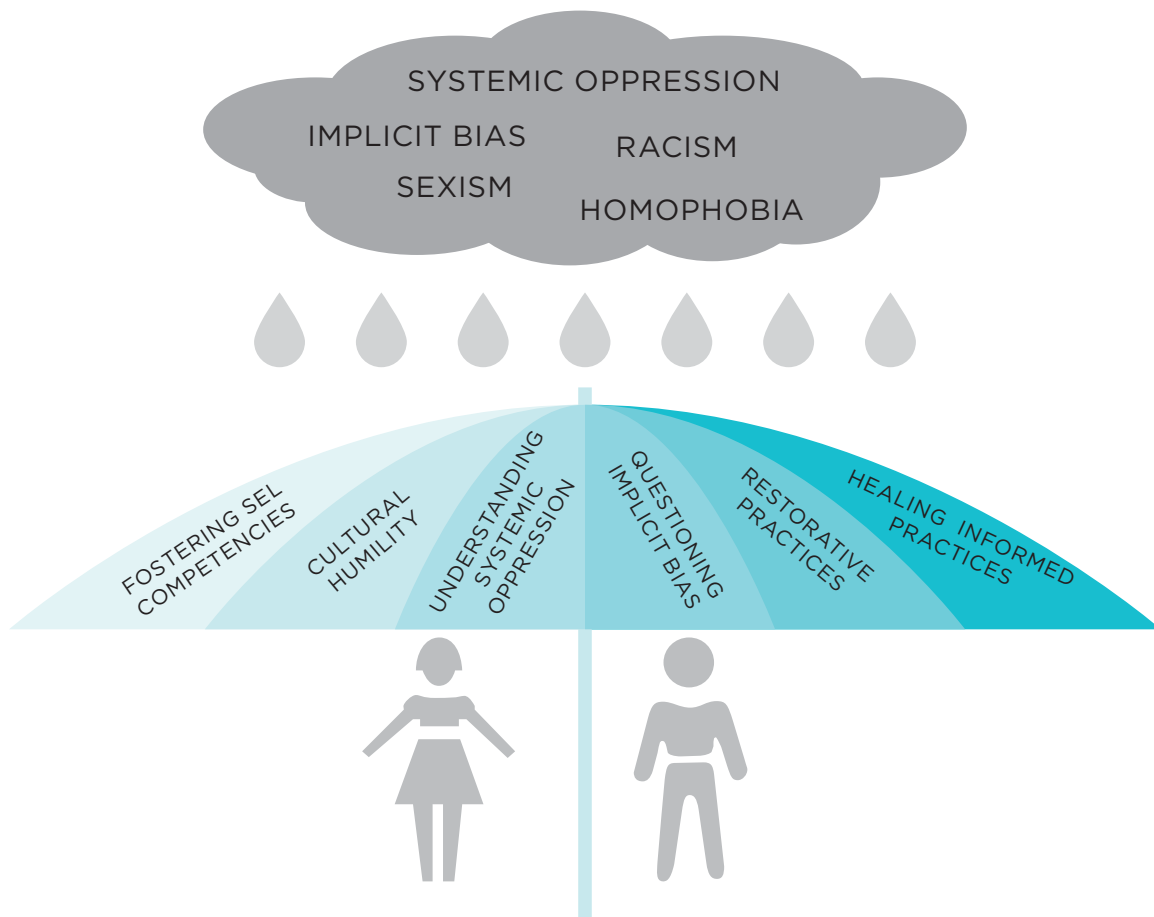
**SOCIAL AWARENESS (SA)** is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

## BEING A WARM DEMANDER: OUR EQUITY APPROACH



**Who do we need to BE as adults to ensure we are embodying our commitment to Equity?**

Warm demanders are leaders who hold themselves, their colleagues and students to high standards. They believe unequivocally that one's abilities, intelligence and talents can be developed through effort. They earn the right to hold high expectations through the practice of cultural humility. Warm Demanders build rapport and trust to move themselves and those they support from dependent to independent learners.



## BEING A WARM DEMANDER: AN EQUITY APPROACH, CONTINUED

Warm Demanders personally exhibit and foster in others the following competencies:

### **SOCIO-EMOTIONAL**

**LEARNING (SEL).** Growth Mindset, Self-Efficacy, Social Awareness & Self-Management—to acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



**CULTURAL HUMILITY**, the life long practice of critical self reflection and learning in community with colleagues and students. It is the practice of knowing your identity and what you bring to an interaction—including your power & privilege.



A deep understanding of **SYSTEMIC OPPRESSION**, the condition of rules beliefs policies practices and laws that work in concert to maintain the privileges & advantages of those who pertain to dominant culture, namely the culture of white, male, middle- and upper class, heterosexual, cisgendered, able-bodied and -minded, Christian, English-speaking America, while simultaneously restricting access to those who have been historically underrepresented in positions of power, government, jobs, and other areas of society, namely people of color, women, people from backgrounds of poverty, LGBT people, non gender binary people, differently-abled people, people of faiths other than Christianity and of no faith, and speakers of languages other than English.



A deeper understanding of **IMPLICIT BIAS**, which refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Our implicit biases often predict how we'll behave more accurately than our conscious values. Thoughts and feelings are “implicit” if we are unaware of them or mistaken about their nature. We have a bias when, rather than being neutral, we have a preference for (or aversion to) a person or group of people.



Use of **RESTORATIVE PRACTICES** based on principles and processes that emphasize positive relationships as central to building community and repairing relationships when harm has occurred.

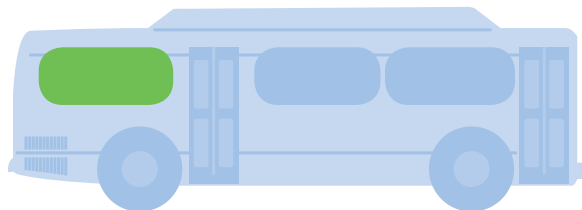


Use of **HEALING INFORMED PRACTICES** (AKA Trauma Informed Practices). Healing informed practices utilize a multi-tiered system of supports (MTSS) framework to address trauma and chronic stress at the student level, staff level, and school organizational level. The goal is to build staff and school system capacities to support trauma-impacted students by increasing knowledge and practice of trauma-informed classroom and school-wide strategies to reduce disparities in disciplinary office referrals, suspensions, and expulsions.



# BASIC ELEMENTS AND BEST PRACTICES FOR ExCEL PROGRAMS

## SAFE & SUPPORTIVE CULTURE & CLIMATE (SSCC)



Our ExCEL after school programs nurture the whole child, build community, and create a positive learning environment that aligns with the school day. Positive behavior supports and a restorative framework help us to create respectful, supportive systems and policies.

### BASIC ELEMENTS

- Staff are familiar with SFUSD Safe and Supportive Schools Policy.
- Site Coordinator is an active member on the school's Response to Intervention (RTI) and/or Student Assistance Program (SAP) team.
- Site Coordinator build relationships and collaborate with student support staff [e.g., Social Worker, Resource Specialist (RSP)] and families.
- Proactive behavior policies and procedures are designed to be restorative, not punitive, and are shared with students and families.

### GOAL #1: CREATING SAFE & SUPPORTIVE COMMUNITY

#### BEST PRACTICES

- 1a. Staff use community building practices to intentionally build relationships with students. **(SA)**
- 1b. Community building language is used by staff. **(SA)**
- 1c. Students have regular opportunities to develop strong relationships with peers and adults. **(SA)**



### SEL ELEMENTS

GM: Growth Mindset  
SE: Self-Efficacy  
SA: Social Awareness  
SM: Self Management

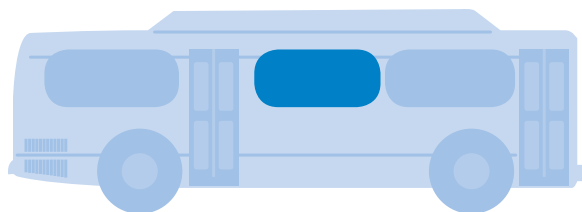
### GOAL #2: CREATING CONSISTENT & PREDICTABLE ENVIRONMENT

#### BEST PRACTICES

- 2a. After school expectations are taught, modeled, and reinforced on a regular basis. **(SM)**
- 2b. Staff consistently utilize proactive positive strategies to get students' attention and manage group behavior. **(SM)**
- 2c. Activities and transitions have clear structures that are regularly communicated to students. **(SM)**
- 2d. Program uses the visual behavior matrix from the school day, or one aligned with school day expectations. **(SM)**
- 2e. Staff develop and utilize a progressive response to challenging behavior. **(SM)**

## BASIC ELEMENTS AND BEST PRACTICES FOR ExCEL PROGRAMS

### HEALTHY ACTIVE YOUTH (HAY)



Young people surrounded by positive influences and supportive environments, including physical activity and access to healthy foods, are more likely to develop healthier behaviors. Implementing healthy practices with vision, purpose and intentionality offers all students an equal opportunity to gain the necessary skills for lifelong health.

**be well. do well.** The SFUSD Wellness Policy will serve as our collective guide to define key agreements for providing safe, nourishing environments, where making healthy choices and being active are the norm and not the exception.

#### BASIC ELEMENTS

- Organization aligns with the guidelines of *be well. do well*—the SFUSD Wellness Policy.
- All staff participate in training that supports Wellness Policy guidelines.
- All staff understand the importance of being active and eating healthy.
- Students and families have a voice in creating and maintaining a healthy after school culture.
- Cooking classes follow the SFUSD Student Nutrition Cooking Guidelines.
- Staff develop opportunities for students to learn about healthy food options through hands-on practices (e.g., food preparation, grocery shopping, and gardening).

#### GOAL #1: HEALTHY EATING ENVIRONMENT BEST PRACTICES

- 1a. Staff encourage healthy eating by building community and encouraging students to eat together.
- 1b. Drinking water is promoted, beyond facility water fountains, to ensure that all students have easy access and understand its importance.
- 1c. Staff provide healthy messaging in the program space through posters, artwork, pictures, and publications.

#### GOAL #2: PROMOTING MOVEMENT & BEING ACTIVE BEST PRACTICES

- 2a. All students participate in at least 30 minutes of daily physical activity. At least 50% of that time is spent in moderate to vigorous activity.
- 2b. Program structure is designed to minimize sedentary behavior by providing activity breaks after sitting 30 minutes and/or offering standing options during academic blocks. **(SM)**
- 2c. Staff encourage and model active behavior. **(SE)**

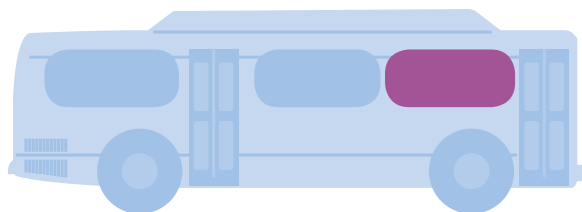


#### SEL ELEMENTS

GM: Growth Mindset  
**SE: Self-Efficacy**  
SA: Social Awareness  
**SM: Self Management**

## BASIC ELEMENTS AND BEST PRACTICES FOR ExCEL PROGRAMS

### TEACHING & LEARNING (TL)



ExCEL After School Programs have the great benefit of being based within SFUSD school sites, providing the unique opportunity to leverage both CBO and school day expertise into programming. The Academic Liaison is a critical partner in co-creating systems and programming that best support student learning. It is our hope that this QAP process will strengthen the conversations, the coherence, and ultimately align the vision, expectations and outcomes between the school day and the after school program.

#### BASIC ELEMENTS

- Site's Balanced Score Card is utilized to inform priority program areas and alignment with key instructional strategies.
- At least one designated Academic Liaison is identified and their work plan is structured to support QAP goals.
- Expectations of academic and homework times are clearly communicated to families, school, and students.
- Staff have a formal system to access homework assignments and curriculum.
- Staff communicate with school day teachers to customize academic & behavioral supports after school.

#### GOAL #1: POSITIVE STRUCTURED LEARNING ENVIRONMENTS FOR HOMEWORK SUPPORT

##### BEST PRACTICES

- 1a. Staff create a safe and predictable learning environment through clear instructions and modeling.
- 1b. Staff utilize an effective system to assist students in monitoring their homework/study progress.
- 1c. Staff implement a clear process for students to request assistance.
- 1d. Staff provide meaningful activity options for students without homework.



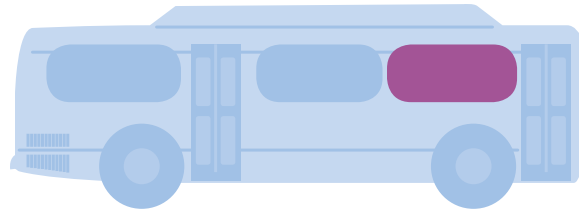
#### SEL ELEMENTS

GM: Growth Mindset  
SE: Self-Efficacy  
SA: Social Awareness  
SM: Self Management



## BASIC ELEMENTS AND BEST PRACTICES FOR ExCEL PROGRAMS

### TEACHING & LEARNING (TL), CONTINUED



#### GOAL #2: POSITIVE TEACHING STRATEGIES AND SEL SKILL-BUILDING

##### BEST PRACTICES

- 2a. Staff support growth mindset through language and encouragement. **(GM)**
- 2b. Staff ask open-ended questions to encourage critical thinking. **(GM)**
- 2c. Staff intentionally group students within activities to maximize learning. **(SE)**
- 2d. Staff support skill-building by breaking difficult tasks into smaller steps. **(SE)**
- 2e. Staff incorporate debrief/ reflection opportunities to help students synthesize learning. **(SE)**
- 2f. Staff provide choices to students within session(s) to promote engagement and self-efficacy. **(SE)**
- 2g. Leadership opportunities are provided for students according to their age, appropriate developmental needs and strengths **(SE)**
- 2h. Staff provide opportunities for students to work and play collaboratively with others. **(SA)**

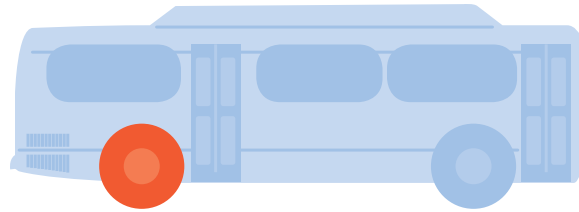


##### SEL ELEMENTS

**GM:** Growth Mindset  
**SE:** Self-Efficacy  
**SA:** Social Awareness  
**SM:** Self Management

## BASIC ELEMENTS AND BEST PRACTICES FOR ExCEL PROGRAMS

### STRONG SYSTEMS & STRUCTURES (SSS)



The wheels of our Quality Action Plan bus are the foundational mechanisms that drive your programs forward! The three crucial areas of 1) Administration and Organization, 2) Coordination & Family Partnership, 3) Staffing and Professional Development make up the Strong Systems & Structures wheel. While these Basic Elements may not be observable in regular programming, they are critical to ensure that students are provided quality programming on a daily basis. Our QAP Bus cannot move forward if its wheels are low on air, so make sure they are pumped up with all of these critical Basic Elements!

#### BASIC ELEMENTS

##### ADMINISTRATION & ORGANIZATION

- CBO supports quality utilizing ExCEL's QAP process.
- Site maintains compliant attendance & registration systems, including timely submissions of required reports.
- Site and CBO understand funding requirements and maintain finances according to related compliance guidelines.
- Safety plans and procedures are documented and practiced by staff.

##### COORDINATION & FAMILY PARTNERSHIP

- Program Manager, Site Coordinator, Academic Liaison, and Principal meet regularly to discuss program progress and priorities, including family partnership goals.
- Site Coordinator participates in Family Partnership planning team, school site leadership meetings and faculty meetings.
- Site team strategically coordinates resources and develops community & family partnerships that support student success.
- Families are connected to after school program goals and student progress through family partnership meetings, written communications, and regular family-staff interactions.
- Site conducts outreach to students and families using family home languages and through multiple formats including email, newsletters, signs, etc.

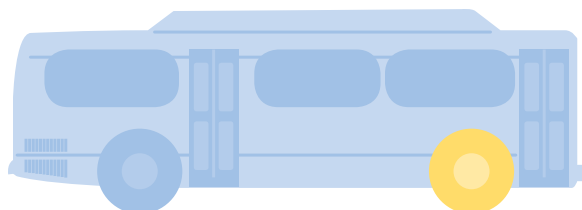
##### STAFFING & PROFESSIONAL DEVELOPMENT

- CBO intentionally supports staff practice through individual supervision and effective weekly staff meetings.
- Staff absences are covered through an effective process to identify and assign substitutes.
- CBO conducts trainings to support staff professional development.
- Staff actively participate and take advantage of trainings and supports offered by ExCEL.



## BASIC ELEMENTS AND BEST PRACTICES FOR EXCEL PROGRAMS

### INTENTIONAL PROGRAM DESIGN (IPD)



The wheels of our Quality Action Plan bus are the foundational mechanisms that drive your programs forward! The three crucial areas of 1) Quality Program Design, 2) Intentional Learning Strategies, and 3) Youth Development, Voice, and Leadership make up the Intentional Program Design wheel. While these Basic Elements may not be observable in regular programming, they are critical to ensure that students are provided quality programming on a daily basis. Our QAP Bus cannot move forward if its wheels are low on air, so make sure they are pumped up with all of these critical Basic Elements!

#### BASIC ELEMENTS

##### QUALITY PROGRAM DESIGN

- Weekly program schedule meets grant requirements and is intentionally designed to address the specific needs of the school community.
- Student level data is utilized to support program design, targeted interventions, and track student progress.
- Learning activities are engaging and build upon student interests.

##### INTENTIONAL LEARNING STRATEGIES

- CBO utilizes a growth mindset approach for training and supporting staff members.
- All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, self-management and social awareness.
- Staff model SEL skills and develop activities to build these skills.
- SEL skills are integrated into the content and format of program activities.
- Staff build their own skills to assist students in identifying and/or managing emotions.
- Staff engage in practices that support development of empathy.
- Staff integrate opportunities to solve problems into the program activities.
- Mindfulness activities are included in program offerings.
- CBO staff personally exhibit and foster in others the following Warm Demander competencies: Socio-emotional Learning, Cultural Humility, a deep understanding of Systemic Racism and Implicit Bias, and the use of both Healing Informed and Restorative Practices.

##### YOUTH DEVELOPMENT, VOICE, & LEADERSHIP

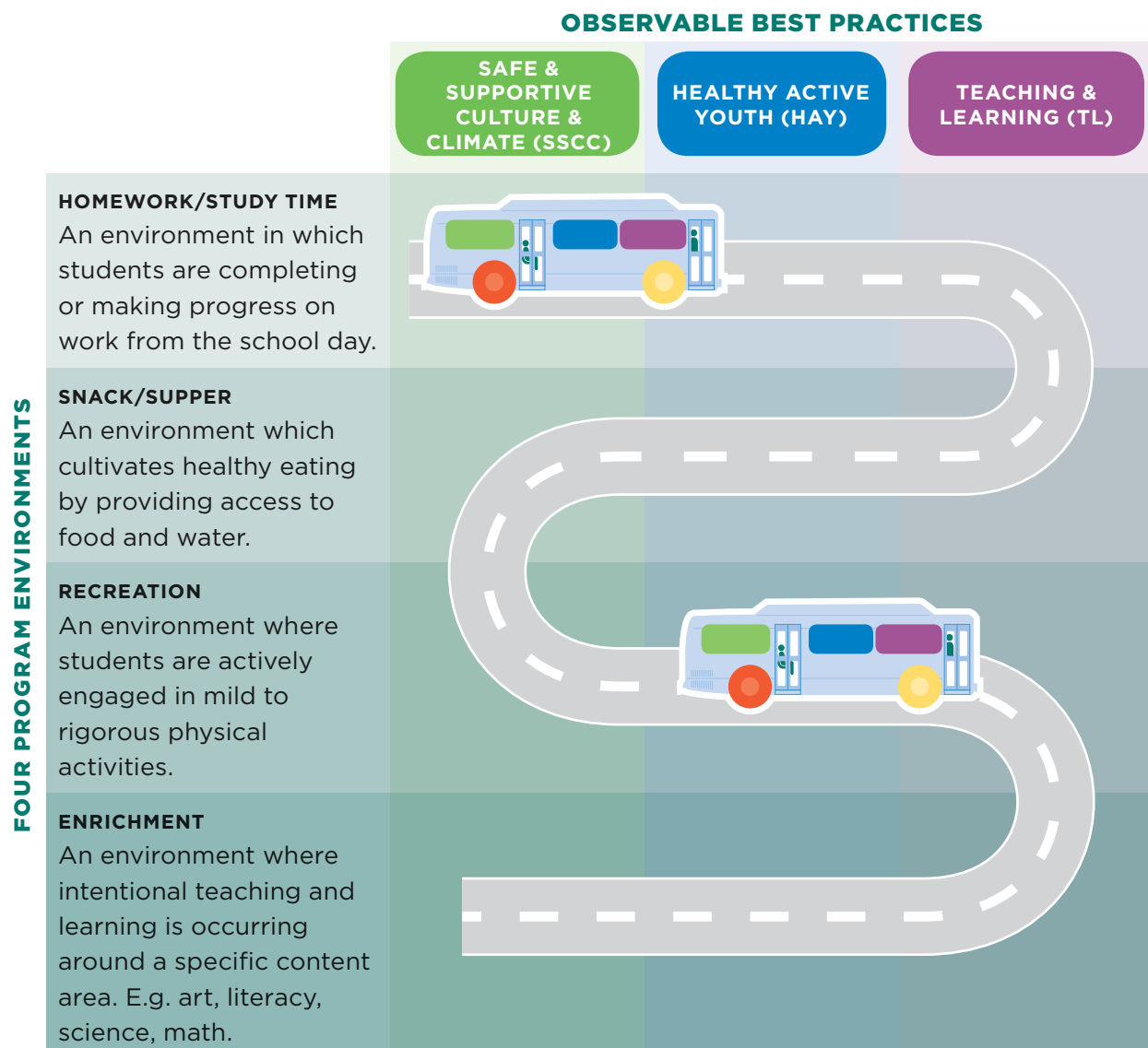
- Opportunities for student choice are evident in program-level and activity-level decisions about content and process.
- Student voice is incorporated into program activities and planning.
- Program activities result in a culminating project or performance showcase for families and community.

# BEST PRACTICES ACROSS PROGRAM ENVIRONMENTS = CROSS POLLINATION

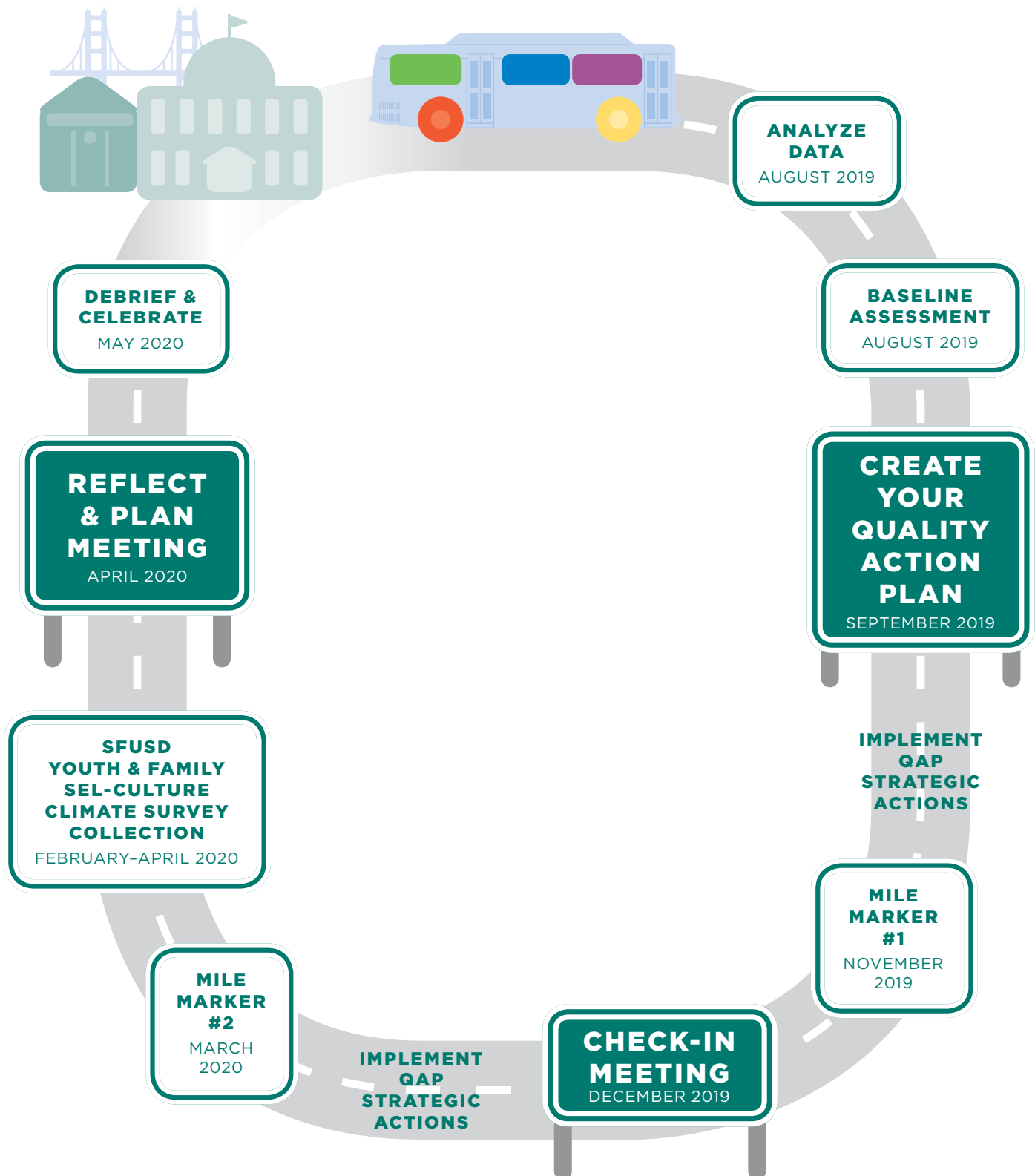
## WHAT DOES IT MEAN AND WHY IS IT IMPORTANT?

We believe that the basic elements and best practices in our three primary program areas are essential to high quality expanded learning experiences for SFUSD students. These best practices should be visible in all four learning environments of our ExCEL after school programs. We refer to this integration and overlap of best practices throughout the program activities as **Cross Pollination**. We ask all programs to observe their programs for these Best Practices using the Program Walk Through tool.

The QAP bus, driven by CBO staff and full of our students, drives through four program environments each and every day.



# STEPS OF THE JOURNEY




## 2019-2020 TIMELINE OF QAP PROCESS

ExCEL after school programs are committed to a continuous cycle of improvement.

Throughout the year, site teams reflect upon data and facilitate rich discussions to set goals, implement action steps, assess progress, and determine next steps to improve their programs.

Each journey includes multiple opportunities to gather real time data along the way through self assessments, and program walk-throughs. Utilizing a growth mindset, our sites actively engage in a structured planning and reflection process to improve program quality.

QAP JOURNEY PROCESS		TIMELINE	DUE ON	TOOLS TO SUBMIT	LOCATION 
1	Analyze Data	August	N/A		
2	Baseline Assessment	August	8/16/19		E-QAP
3	Create Your Quality Action Plan		9/20/19		E-QAP
4	Implement QAP Strategic Actions	Ongoing			
5	Mile Marker #1	November	11/7/19	<input type="checkbox"/> Program Walk-Through <input type="checkbox"/> Attendance Compliance <input type="checkbox"/> Basic Elements Assessment	E-QAP EMS E-QAP
6	Check-In Meeting*	December	12/13/19		
7	Implement QAP Strategic Actions	Ongoing			
8	Mile Marker #2	March	3/6/2020	<input type="checkbox"/> Program Walk-Through <input type="checkbox"/> Attendance Compliance <input type="checkbox"/> Basic Elements Assessment	E-QAP EMS E-QAP
9	Support sites to have students and families complete <b>SFUSD SEL-Culture Climate</b> surveys.	February-April			
10	Reflect & Plan Meeting*		4/30/20		E-QAP
11	Celebrate!	May			

\*E-QAP will generate Progress Update.



## EXCEL MANAGEMENT SYSTEM (EMS) DEADLINES

### SCHOOL YEAR 2019-2020

MONTH	ATTENDANCE LOCK DATES
July	9/17/19
August	10/7/19
September	10/7/19
October	11/5/19
November	12/5/19
December	<b>12/27/19</b>
January	2/5/20
February	3/5/20
March	4/6/20
April	5/6/20
May and June (School Year)	6/5/20
	<b>6/5/20</b>
Summer (June 6/3-6/30/20)	7/5/20

*Semester lock date. No semester attendance will be unlocked after this date.*

*Semester lock date. No semester attendance will be unlocked after this date.*

#### IMPORTANT NOTES

- NO attendance can be input after ExCEL lock dates.
- CMS to EMS transfer applies to sites serving K-8 grade levels.
- High school programs will continue to enter attendance into EMS. Same dates apply.

# ANALYZE DATA

## ANALYZE DATA

AUGUST 2019

**PURPOSE** To inform our program quality goals with analysis that combines multiple data sources.

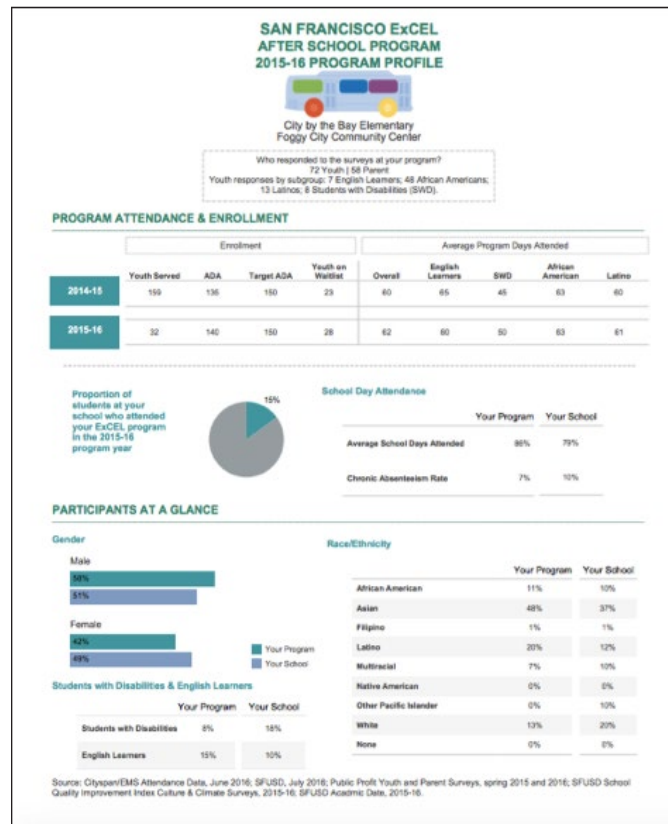
**WHY THIS IS IMPORTANT** To elevate our after school program quality we must look for ways to create a robust picture of the impact of our offerings. By combining survey responses from youth and parents with school-site data we are provided the opportunity to better understand what is important to our school community.

### HOW TO SUPPORT THIS PROCESS

Understand the data, and become a champion for data analysis! Here's how the data is organized:

Reflect on who is in your program. This is an opportunity to assess issues of equity, diversity and diverse enrichments that support youth with varying interests.

Ask yourself: Do the program staff reflect the diversity of youth enrolled?



AT-A-GLANCE INFO ABOUT WHERE THIS DATA COMES FROM

A SNAPSHOT OF YOUR ENROLLMENT. (YOUR FUNDING IS BASED ON THIS INFORMATION!)

## ANALYZE DATA, CONTINUED

**SAFE & SUPPORTIVE CULTURE & CLIMATE**

City by the Bay Elementary's 2015-16 ExCEL QAP Goal:  
To support students' sense of belonging through intentional community building activities

**BUILDING STRONG COMMUNITY**

Youth ExCEL Surveys (n=72)	Your Program	
	2014-15	2015-16
Most youth respect each other in this program.	90%	100%
At this program, I feel like I belong.	87%	93%
There is an adult at this program who cares about me.	84%	98%

**Parent ExCEL Surveys (n=68)**

	2014-15	2015-16
My child feels comfortable with the other school staff.	94%	91%
There is an adult in this program my child can talk to about her or his problems.	89%	89%

**CREATING A POSITIVE CLIMATE**

Youth ExCEL Surveys (n=72)	2014-15	2015-16
If someone bullies me or my friends, I can tell an adult in the program.	94%	100%
If I have been in a fight, I have had a restorative conference.	94%	98%
Other kids at this program spread mean rumors or lies about me. (% who DISAGREE)	93%	91%
I know the rules in this program.	94%	98%
I participate in community activities in this program.	79%	79%
Other kids at this program hit or push me when they are not just playing around. (% who DISAGREE)	79%	79%

**Parent ExCEL Surveys (n=68)**

	2014-15	2015-16
This program clearly informs parents about the behavior expectations for students.	97%	
This after school program is a safe place for my child.	93%	94%
If my child is bullied by other children in this after school program, an adult in this program will step in to stop it.	89%	90%
My child has been suspended at least one day in this program. (% who DISAGREE)	90%	91%
If my child is bullied by other children in this after school program, my child can tell an adult in the program.	77%	79%
This after school program communicates with me regarding incidents.	71%	72%

**DEVELOPING STRONG RELATIONSHIPS WITH PEERS AND ADULTS (SEL SOCIAL AWARENESS)**

School Quality Improvement Index - Culture & Climate Surveys

	Your Program	Your School
I was able to disagree with others without starting an argument.	91%	94%
I was able to stand up for myself without pulling others down.	93%	93%
I was able to clearly describe my feelings.	91%	98%
I complimented others' accomplishments.	90%	98%
I listened carefully to other people's points of view.	84%	91%
I got along well with students who are different from me.	80%	81%
When others disagreed with me I was respectful of their views.	79%	77%
I cared about other people's feelings.	79%	74%

	Your Program	Your School
	2014-15	2015-16
Suspensions in School Day	3	11
Suspensions in After School	1	1

Page 2

THE PROFILE THEN OFFERS A 1-PAGE OVERVIEW OF EACH COMPONENT OF THE BUS WHICH HELPS CBO'S UNDERSTAND WHERE THEY ARE STRONG, AND WHERE THEY CAN IMPROVE.

Ask: What are some things you do that make you strong in this area?

For areas with low scores, who is responding to this question, what do they care about? What could we do to improve our score in this area?

**See yourself as a data analyst: Review the site's Program Profile as a team and analyze the information.**

- Remember:** The Program Profile is a customized snapshot of each site. Its purpose is to help inform planning for the coming year.
- Program Managers can **review** the profiles with their Site Coordinators to provide support and analyze the data together. You can use the "Guide to the Program Profiles" handout to help.
- Pick a QAP section to focus on and look at the program's 2017-2019 survey data for this QAP area.
- Circle the top two highest numbers and the bottom two lowest numbers on the page.
- Look at the circled items and ask the following:
  - Which types of survey questions have higher numbers?
  - Which types of survey questions have relatively lower numbers?
  - How do these questions relate to your QAP goal for this section?
  - Based on the data, what is working?
  - Where are there opportunities for improvement?
- Go back to step 4 and **repeat** the process for the other QAP sections.

# BASELINE ASSESSMENT

**BASELINE  
ASSESSMENT**  
AUGUST 2019



**SUBMIT INTO  
E-QAP BY 8/16/19**

☐ [Baseline Assessment](#), page 37

**PURPOSE** Using their 2018-19 data, sites will reflect on growth and challenge areas as part of completing their Baseline Assessment in the E-QAP. After entering the Baseline Assessment ratings into the E-QAP, the system will automatically prioritize those Basic Elements and Best Practices that were marked as Emerging or Meets Expectations for your site to select to work on in 2019-20.

**WHY THIS IS IMPORTANT** Our goal is to use program level assessment data as a basis for a continuous learning and improvement cycle from school year to school year. The Baseline Assessment helps to capture and consolidate various data from one year to help drive goal setting in the next.

## HOW TO SUPPORT THIS PROCESS

1. **Review** data from your Program Profile, E-QAP Data (in particular Mile Marker #2 and the Reflect & Plan Meeting), as well as any other data (qualitative or quantitative) you have around the quality of your program in 2018-19.
2. With your data fresh in your mind, **read through each section** of the Baseline Assessment which consists of rating the (Best Practices & Basic Elements for each window and wheel of the QAP bus). Each Best Practice and Basic Element will be rated as either: Emerging, Meets Expectations or Exemplary. As a best practice, you can work with your staff to identify what data points led to your rating.
3. **Calendar** the due date to enter the Baseline Assessment into the E-QAP.
4. **Schedule** a data dive with your staff to review your site's Program Profile, E-QAP
5. Data (in particular Mile Marker #2 and the Reflect & Plan Meeting). At the meeting identify which data will help inform your ratings in the Baseline Assessment.
5. The assessment of each Best Practice and Basic Element should **reflect an average** of all site staff. *For example, for the Safe & Supportive Culture & Climate Best Practice, "Community building language is consistently used by staff," if you have four staff members, two of whom consistently use community building language and two other staff who do not use community language consistently and are struggling with this practice, then you would most likely rate this "meets expectations" and note that two staff need more professional development in this area to get to an "exemplary" rating.*
6. **Enter the assessment data** into the E-QAP by the due date.



# CREATE YOUR QUALITY ACTION PLAN



**SUBMIT INTO**  
**E-QAP BY 9/20/19**

☐ [Quality Action Planning](#), page 42

**CREATE  
YOUR  
QUALITY  
ACTION  
PLAN**

SEPTEMBER 2019

## **PURPOSE**

To bring together your CBO leadership and key school site stakeholders to decide which Best Practices and Basic Elements (identified for you by the Baseline Assessment) you will work on in the coming year and to create Strategic Actions to move your Best Practices & Basic Elements from “emerging” or “meets expectations” to “exemplary”!

## **WHY THIS IS IMPORTANT**

High quality afterschool programs are seamlessly connected to the school day. A shared process in prioritizing which Basic Elements and Best Practices to work on, as well as creating the strategic actions to support those Basic Elements & Best Practices will contribute to shared vision, leadership and accountability for your program. During this process, the Program Manager facilitates a conversation that lifts Principals and Site Coordinators out of the day to day administration to step back, dream, and design.

## **HOW TO SUPPORT THIS PROCESS**

1. Use the Quality Action Planning tool for each Window and Wheel of the QAP bus to prioritize which Best Practices and Basic Elements you would like to discuss with your school site team.
2. **Schedule** a meeting with key school site stakeholders (i.e. administrator, academic liaison).
3. At the meeting **finalize** which Basic Elements & Best Practices you will focus on for the year.
4. Next, **co-create strategic action(s)** that will move a particular Best practice or Basic element towards exemplary. (See the Strategic Action Tip Sheet on the following page!)
5. **Input the data** from the Quality Action Planning tool into the E-QAP section tab titled: Quality Action Plan.

## CREATE YOUR QUALITY ACTION PLAN, CONTINUED

### Tips for Creating Effective Strategic Actions

Your Strategic Actions form a detailed plan to strengthen your Basic Elements and Best Practices goals. Think of each strategic action as an individual step (not a leap!) towards program improvement. You can create as many Strategic Actions as you'd like, as well as add them throughout the year. Take into consideration the areas of alignment and resources you identified with your school site team on your Goal Planning Sheets.

In order to ensure that your Strategic Actions are effective as possible make sure they are SMART:

#### **SPECIFIC**

- Who will be involved?
- What are they trying to accomplish?
- When will they complete their tasks?

#### **MEASURABLE**

- How many/much?
- How will we know if we have completed a strategic action?
- What is our indicator of progress?

#### **ACHIEVABLE**

- Do we have the resources and capabilities to complete this action? If not, what is missing?

#### **REALISTIC**

- Is this Strategic Action reachable given your time and resources?

#### **TIMELY**

- Have you set a realistic completion date?

### SAMPLE STRATEGIC ACTIONS

#### SAFE & SUPPORTIVE CULTURE & CLIMATE

**BASIC ELEMENT:** *Basic Element: Site Coordinator is an active member on the school's Student Assistance Program (SAP) team.*

#### **STRATEGIC ACTION**

*Site Coordinator will attend upcoming SAP team meeting on 10/22/19 to strategize with teachers about supports for high need after school students.*

**BEST PRACTICE:** *Goal SSCC 2a: After School Expectations are taught, modeled and reinforced on a regular basis.*

#### **STRATEGIC ACTION**

*Our Academic Liaison will facilitate a workshop for after school staff on reinforcing behavior expectations by November 2019.*

# IMPLEMENT QAP STRATEGIC ACTIONS



**PURPOSE** For sites to move from planning to action.

**WHY THIS IS IMPORTANT** Your Strategic Actions are your path to program improvement. Data analysis and intentional planning are critical, but without implementing strategic actions connected to your Best Practice and Basic Elements, improvement is unlikely to occur.

## HOW TO SUPPORT THIS PROCESS

1. During an all staff meeting **introduce** this year's focal Best Practices and Basic Elements, and the Strategic Actions related to them. **Highlight** the places that your Program Leaders will be receiving professional development and/or coaching related to your selected goals.
2. **Schedule** needed training or information sharing times to ensure that everyone is equipped to implement new practices.
3. **Check in** with program staff to ensure that staff are knowledgeable and confident about how to proceed.
4. **Model** Growth Mind Set so that staff know that mistakes are okay to make! That's how we learn!

# MILE MARKER #1

**MILE  
MARKER  
#1**  
NOVEMBER  
2019



## **SUBMIT TOOLS BY 11/7/19**

- ☐ [Program Walk-Through \(PWT\) for K-8](#), page 52
- ☐ [Program Walk-Through \(PWT\) for HS](#), page 68
- ☐ [Basic Elements Assessment](#), page 89
- ☐ Best Practices Cross Pollination Tool, E-QAP
- ☐ [Attendance Compliance Review](#), page 86

**PURPOSE** This is the first time in the QAP Journey sites will have the opportunity to observe their program(s) and assess how the Strategic Actions from the QAP Goal Setting Meeting is impacting student experiences in each of the four Environments (Homework Support, Recreation, Enrichment, Snack/Supper).

**WHY THIS IS IMPORTANT** Mile Marker #1 provides clear indicators to help assess the quality of your after-school program “bus.” Reflecting on these indicators is a great way to ensure aligned program quality across all site programs, multiple sites, highlight strengths and decide future professional developmental needs. Each after school program will assess the Best Practices selected by using the Program Walk-Through tool developed for either K-8 or High School. You’ll also get to check your site’s attendance requirements by utilizing the Attendance Compliance Reviews. This also gives programs an opportunity to update current Strategic Actions to achieve desired outcomes and update those actions and or add new Strategic Actions based on the Program Walk-Through observations and Basic Elements Assessment in the Progress Dashboard.

## **HOW TO SUPPORT THIS PROCESS**

1. **Calendar** the due date for Mile Marker #1 tools to be entered into the E-QAP.
2. **Access** the of the Program Walk-Through, Attendance Check, and Basic Elements Assessment. tools in the Quality Action Plan Documents & Tools section of the QAP.
3. **Select** the PWT tool that is appropriate for the site (K-8 or HS). Familiarize yourself with the tolls by reading through the documents.
4. **Familiarize** yourself with the Environment Definitions on the next page.
5. **Schedule** a time to conduct a Program Walk-Through with the QAP Site team members.
6. **Complete** the Basic Elements Assessment tool by entering your ratings into the E-QAP.
7. Once you have completed the PWT and the Basic Elements Assessment in the E-QAP, you will meet as a team to **review your Cross Pollination data**. The Cross

## MILE MARKER #1, CONTINUED

Pollination data can be used to assess whether you have meet the desired outcome for the Strategic Actions you identified.

8. Based on your Cross Pollination discussion, you can **update** and/or add new Strategic Actions in the Progress Dashboard.

9. Program Manager will coordinate with the Site Coordinator to complete an **Attendance Compliance Review** of the site's hard copy **ExCEL Attendance sheets** and **EMS attendance** information.

# CHECK-IN MEETING



**COMPLETE**  
**BY 12/13/19**

☐ Progress Update, E-QAP



**PURPOSE** To reflect on where we are on the QAP journey.

**WHY THIS IS IMPORTANT** It is easy for your Quality Action Plan and the definition of program quality to get lost in the day to day work of site coordination and administration. The check-in meeting provides an opportunity to assess the efficacy of your program improvements for the first half of the year and make adjustments, if necessary, for the second half.

## HOW TO SUPPORT THIS PROCESS

1. **Download** a copy of Progress Dashboard from E-QAP.
2. Site Team members will **review** the site's progress.
3. **Faciliate a discussion** about the data.
4. **Share** ideas and strategies, to allow for cross program collaboration.
5. **Determine** who will take notes on the meeting.

# IMPLEMENT QAP STRATEGIC ACTIONS



**PURPOSE** For sites to move from planning to action.

**WHY THIS IS IMPORTANT** Your Strategic Actions are your path to program improvement. Data analysis and intentional planning are critical, but without implementing strategic actions connected to your Best Practice and Basic Elements, improvement is unlikely to occur.

## HOW TO SUPPORT THIS PROCESS

1. During an all staff meeting **introduce** this year's focal Best Practices and Basic Elements, and the Strategic Actions related to them. **Highlight** the places that your Program Leaders will be receiving professional development and/or coaching related to your selected goals.
2. **Schedule** needed training or information sharing times to ensure that everyone is equipped to implement new practices.
3. **Check in** with program staff to ensure that staff are knowledgeable and confident about how to proceed.
4. **Model** Growth Mind Set so that staff know that mistakes are okay to make! That's how we learn!

# MILE MARKER #2



**SUBMIT INTO  
E-QAP BY 3/6/20**

- ☐ [Program Walk-Through \(PWT\) for K-8](#), page 52
- ☐ [Program Walk-Through \(PWT\) for HS](#), page 68
- ☐ [Basic Elements Assessment](#), page 89
- ☐ Best Practices Cross Pollination Tool, E-QAP
- ☐ [Attendance Compliance Review](#), page 86

**MILE  
MARKER  
#2**  
MARCH  
2020

**PURPOSE** This is the second time in the QAP Journey sites will have the opportunity to observe their program(s) and assess how the Strategic Actions from the QAP Goal Setting Meeting is impacting student experiences in each of the four Environments (Homework Support, Recreation, Enrichment, Snack/Supper).

**WHY THIS IS IMPORTANT** Mile Marker #2 provides clear indicators to help assess the quality of your after-school program “bus.” Reflecting on these indicators is a great way to ensure aligned program quality across all site programs, multiple sites, highlight strengths and decide future professional development needs. Each after school program will assess the Best Practices selected by using the Program Walk-Through tool developed for either K-8 or High School. You'll also get to check your site's attendance requirements by utilizing the Attendance Compliance Reviews. This also gives programs an opportunity to update current Strategic Actions to achieve desired outcomes and update those actions and or add new Strategic Actions based on the Program Walk-Through Observations and Basic Elements Assessment in the Progress Dashboard.

## HOW TO SUPPORT THIS PROCESS

1. **Calendar** the due date for Mile Marker #2 tools to be entered into the E-QAP.
2. **Access** the of the Program Walk-Through, Attendance Check, and Basic Elements Assessment tools in the Quality Action Plan Documents & Tools section of the QAP.
3. **Select** the PWT tool that is appropriate for the site (K-8 or HS). Familiarize yourself with the tolls by reading through the documents.
4. **Familiarize** yourself with the Environment Definitions on the next page.
5. **Schedule** a time to conduct a Program Walk-Through with the QAP Site team members.
6. **Complete** the Basic Elements Assessment tool by entering your ratings into the E-QAP
7. Once you have completed the PWT and the Basic Elements Assessment in the E-QAP, you will meet as a team to **review your Cross Pollination data**. The Cross Pollination data can be used to assess whether you have meet the desired outcome for the Strategic Actions you identified.



## MILE MARKER #2, CONTINUED

8. Based on your Cross Pollination discussion, you can **update** and/or add new Strategic Actions in the Progress Dashboard.
9. Program Manager will coordinate with the Site Coordinator to **complete** an Attendance Compliance Review of the site's hard copy ExCEL Attendance sheets and EMS attendance information.

# SFUSD YOUTH & FAMILY SEL—CULTURE & CLIMATE SURVEY COLLECTION

SFUSD  
YOUTH & FAMILY  
SEL—CULTURE &  
CLIMATE SURVEY  
COLLECTION  
FEBRUARY-APRIL 2020

FEBRUARY-APRIL 2020

**PURPOSE** An opportunity for schools to collect feedback from students and families on the quality of their experience in the school day and after school program.

## **WHY THIS IS IMPORTANT** **CULTURE/CLIMATE SURVEYS**

As part of our district accountability plan, SFUSD surveys parents and staff on a range of school climate indicators that have been found to predict positive student academic achievement. The indicators we use for school culture/climate are:

- **Climate of support for academic learning:** Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.
- **Sense of belonging (school connectedness):** A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.
- **Knowledge and fairness of discipline, rules and norms:** Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
- **Sense of safety:** Students and adults report feeling safe from verbal abuse, teasing, or exclusion by others in the school.

## **SOCIAL-EMOTIONAL LEARNING (SEL) SURVEYS**

In addition to school culture and climate, we also assess the Social-Emotional Learning (SEL) of students in grades 4-12. Based on compelling research, social-emotional learning is an important complement to academic preparation in helping our students succeed in college, career, and life.

Four social-emotional competencies included in the survey are: **self-management, social awareness, growth mindset, and self-efficacy**. These four competencies were selected based on research.

## SFUSD YOUTH & FAMILY SEL—CULTURE & CLIMATE SURVEY COLLECTION, CONTINUED

### HOW TO SUPPORT THIS PROCESS

1. **Create** an outreach plan with the school site to support the collection of student and family surveys to ensure full representation of all students and families!
2. **Utilize** survey data when completing your Baseline Assessment.
3. **Create** Strategic Actions that address some of the growth areas identified by the survey results.

# REFLECT & PLAN MEETING



**SUBMIT INTO**  
**E-QAP 4/30/20**

☐ [Reflect & Plan Summary](#), page 96

**REFLECT  
& PLAN  
MEETING**  
MARCH 2020

**PURPOSE** To bring together a site-based team consisting of the Principal, Academic Liaison, Program Manager, and Site Coordinator to reflect on this year's QAP Journey, overall QAP progress and strategically plan for next school year.

**WHY THIS IS IMPORTANT** It is important for Program Managers, Site Coordinators and CBO staff to build a strong relationship with the Principal and administration team. This is an opportunity to circle back to the Principals, Academic Liaison, and other key school day staff to share the progress and outcomes of the Strategic Actions implemented this school year.

## HOW TO SUPPORT THIS PROCESS

1. **Send a scheduling email** that offers times that work best for the Principal and Academic Liaison.
2. **Prioritize** which Best Practices and Basic Elements to focus on in this meeting. It's fine if you don't get to all areas of your Quality Action Plan at this meeting.
3. **Come to the meeting prepared** to discuss successes and challenges this year. Utilizing the data from the Progress Dashboard which includes data from both Mile Marker #1 and Mile Marker #2 Program Walk-Throughs, reflect upon which Strategic Actions were successful and made a noticeable impact. Take this opportunity to also reflect on Strategic Actions that did not create the results that were desired. What could have been done differently?
4. **Identify** ideas you have for continuous quality improvement for the after school program, and be prepared to share your thoughts. *This information will be important as you begin to plan for next year.*
5. **Integrate discussion** from the Principal about school day priorities moving forward.
6. Identify when future plans may have budget/staffing implications and offer to explore solutions.
7. **Write up meeting notes** promptly and share via email with the group.
8. Ensure that meeting information is **uploaded** to the E-QAP by the deadline.

# DEBRIEF & CELEBRATE

## DEBRIEF & CELEBRATE

MAY 2020

**DESCRIPTION** CBO's mark the end of the QAP journey, assess what was learned, and plan for next year.

**WHY THIS IS IMPORTANT** Creating a healthy staff team is one way to ensure staff retention. In this step you will provide a nurturing space for your coordinators to feel appreciated, invested in, and taken care of.

### HOW TO SUPPORT THIS PROCESS

1. Discuss and share:
  - A moment you were most proud of this year.
  - A moment you were most stressed by, and what you learned from it.
  - A piece of wisdom you would offer to the next Site Coordinator.
2. **Share** appreciations of your peers.
3. Plan a fun way to close the year together:
  - Go for a group hike
  - Go bowling
  - Take your team out for dinner
4. **Remember** that creating a healthy staff team is one way to ensure staff retention. End the year with activities to:
  - Reflect on what they learned
  - Appreciate one another
  - Celebrate together

# QUALITY ACTION PLAN DOCUMENTS & TOOLS

TOOL	DUE DATE	PAGE
BASELINE ASSESSMENT	8/5/19	37
QUALITY ACTION PLANNING	— 9/20/20	42
PROGRAM WALK-THROUGH K-8	11/7/19 3/6/19	52
PROGRAM WALK-THROUGH HIGH SCHOOL	11/7/19 3/6/20	68
ATTENDANCE COMPLIANCE REVIEWS (FOR MILE MARKER #1)	11/7/19	86
BASIC ELEMENTS ASSESSMENT	11/7/19 3/6/20	89
ATTENDANCE COMPLIANCE REVIEWS (FOR MILE MARKER #2)	3/6/30	93
REFLECT & PLAN SUMMARY	5/30/20	96



# BASELINE ASSESSMENT 2019-2020

SUBMIT INTO E-QAP (MOBILE FRIENDLY)

**Reflect** on your site's program practices using this checklist of quality for after school programs.

For each item, place a check mark in the column that best reflects the current status of your site's progress. The completed tool will be utilized to inform your site team and help to 1) inform QAP goals and 2) select professional development options that will best benefit the site.

## SCALE OPTIONS:

- **EMERGING:** Our site does not have or is in the early stages of implementing the basic element or best practice on a regular basis.
- **MEETS EXPECTATIONS:** Our site performs or implements this basic element or best practice close to 100% of the time.
- **EXEMPLARY:** Our site performs or implements this basic element or best practice 100% of the time and could serve as an example to other programs.

EMERGING	MEETS EXPECTATIONS	EXEMPLARY
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## SAFE & SUPPORTIVE CULTURE & CLIMATE

BASIC ELEMENTS			
Staff are familiar with SFUSD Safe and Supportive Schools Policy.			
Site Coordinator is an active member on the school's RTI and/or SAP team.			
Site Coordinator builds relationships and collaborates with student support staff (e.g., Social Worker, RSP) and families.			
Proactive behavior policies and procedures are designed to be restorative, not punitive, and are shared with students and families.			

BEST PRACTICES			
GOAL: SAFE & SUPPORTIVE COMMUNITY	1a. Staff use community building practices to intentionally build relationships with students.		
	1b. Community building language is used by staff.		
	1c. Students have regular opportunities to develop strong relationships with peers and adults.		
GOAL: CONSISTENT & PREDICTABLE ENVIRONMENT	2a. After school expectations are taught, modeled, and reinforced on a regular basis.		
	2b. Staff consistently utilize proactive positive strategies to get students' attention and manage group behaviors.		
	2c. Activities and transitions have clear structures that are regularly communicated to students.		
	2d. Program uses visual behavior matrix from school day, or one aligned with school day expectations.		
	2e. Staff develop and utilize a progressive response to challenging behavior.		

## BASELINE ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
<b>HEALTHY ACTIVE YOUTH</b>				
<b>BASIC ELEMENTS</b>				
Organization aligns with the guidelines of <i>be well. do well</i> —SFUSD Wellness Policy.				
All staff participate in training that supports wellness policy guidelines.				
All staff understand the importance of being active and eating healthy.				
Students and families have voice in creating and maintaining a healthy after school culture.				
Cooking classes follow the SFUSD Student Nutrition Cooking Guidelines.				
Staff develop opportunities for students to learn about healthy food options through hands-on practices i.e., food preparation, grocery shopping, and gardening.				
<b>BEST PRACTICES</b>				
GOAL: HEALTHY EATING ENVIRONMENT	1a. Staff encourage healthy eating by building community and encouraging students to eat together.			
	1b. Drinking water is promoted, beyond facility water fountains, to ensure that all students have easy access and understand its importance.			
	1c. Staff provide healthy messaging in the program space through posters, artwork, pictures, and publications.			
GOAL: PROMOTING MOVEMENT & BEING ACTIVE	2a. All students participate in at least 30 minutes of daily physical activity. At least 50% of that time is spent in moderate to vigorous activity.			
	2b. Program structure is designed to minimize sedentary behavior by providing activity breaks after sitting 30 minutes and/or offering standing options during academic blocks.			
	2c. Staff encourage and model active behavior.			



## BASELINE ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
<b>TEACHING AND LEARNING (TL)</b>				
<b>BASIC ELEMENTS</b>				
Site's Balanced Score Card is utilized to inform priority program areas and alignment with key instructional strategies.				
At least one designated Academic Liaison is identified and their work plan is structured to support QAP goals.				
Expectations of academic and homework times are clearly communicated to families, school, and students.				
Staff have a formal system to access homework assignments and curriculum.				
Staff communicate with school day teachers to customize academic & behavioral supports after school.				
<b>BEST PRACTICES</b>				
<b>GOAL: POSITIVE STRUCTURED ENVIRONMENT FOR HOMEWORK SUPPORT</b>	1a. Staff create a safe and predictable learning environment through clear instructions and modeling.			
	1b. Staff utilize an effective system to assist students in monitoring their homework/study progress.			
	1c. Staff implement a clear process for students to request assistance.			
	1d. Staff provide meaningful activity options for students without homework.			
<b>GOAL: S.E.L SKILL-BUILDING</b>	2a. Staff support growth mindset through language and encouragement.			
	2b. Staff ask open-ended questions to encourage critical thinking.			
	2c. Staff intentionally group students within activities to maximize learning.			
	2d. Staff support skill-building by breaking difficult tasks into smaller steps.			
	2e. Staff incorporate debrief/reflection opportunities to help students synthesize learning.			
	2f. Staff provide choices to students within session(s) to promote engagement and self-efficacy.			
	2g. Leadership opportunities are provided for students according to their age appropriate developmental needs and strengths.			
	2h. Staff provide opportunities for students to work and play collaboratively with others.			

## BASELINE ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
<b>STRONG SYSTEMS &amp; STRUCTURES</b>				
<b>BASIC ELEMENTS</b>				
<b>ADMINISTRATION &amp; ORGANIZATION</b>	CBO supports quality utilizing ExCEL's QAP process.			
	Site maintains compliant attendance tracking and registration systems, including timely submissions of required reports.			
	Site and CBO understand funding requirements and maintain finances according to related compliance guidelines.			
	Safety plans and procedures are documented and practiced by staff.			
<b>COORDINATION &amp; FAMILY PARTNERSHIP</b>	Program Manager, Site Coordinator, Academic Liaison, and Principal meet regularly to discuss program progress and priorities, including family partnership goals.			
	Site Coordinator participates in Family Partnership planning team, school site leadership meetings & faculty meetings			
	Site team strategically coordinates resources and develops community & family partnerships that support student success.			
	Families are connected to after school program goals and student progress through family partnership meetings, written communications, and regular family-staff interactions.			
	Site conducts outreach to students and families using family home languages and through multiple formats including email, newsletters, signs, etc.			
<b>STAFFING &amp; PROFESSIONAL DEVELOPMENT</b>	CBO intentionally supports staff practice through individual supervision and effective weekly staff meetings.			
	Staff absences and substitutes are handled through an effective process.			
	CBO conducts trainings to support staff professional development.			
	Staff actively participate and take advantage of trainings and supports offered by ExCEL.			

## BASELINE ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION				
BASIC ELEMENTS				
QUALITY PROGRAM DESIGN	Weekly program schedule meets grant requirements and is intentionally designed to address the specific needs of our school community.			
	Student level data is utilized to support program design, targeted interventions, and track student progress.			
	Learning activities are engaging and build upon student interests.			
INTENTIONAL LEARNING STRATEGIES	CBO utilize a growth mindset approach for training and supporting staff members.			
	All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, selfmanagement and social awareness.			
	Staff model SEL skills and develop activities to build these skills.			
	SEL skills are integrated into the content and format of program activities.			
	Staff build their own skills to assist students in identifying and/or managing emotions.			
	Staff engage in practices that support development of empathy.			
	Staff integrate opportunities to solve problems into the program activities.			
	Mindful awareness activities are included in program offerings.			
YOUTH DEVELOPMENT, VOICE, & LEADERSHIP	Opportunities for student choice are evident in program-level and activity-level decisions about content and process.			
	Student voice is incorporated into program activities and planning.			
	Program activities result in a culminating project or performance showcase for families and community.			



# QUALITY ACTION PLANNING

## SAFE & SUPPORTIVE CULTURE & CLIMATE

### CHOOSE YOUR BASIC ELEMENTS & BEST PRACTICES

#### COMPLETE WITH CBO LEADERSHIP

Review the Quality Action Planning tab in the E-QAP and identify which SSCC Basic Elements & Best Practices you have the option of working on this year. Based on those options, list which SSCC Basic Elements & Best Practices you would like to prioritize for discussion with your school site team.

1. Basic Elements to discuss with school site team:

2. Best Practices to discuss with school site team:

#### COMPLETE WITH YOUR SCHOOL SITE PARTNERS

1. What are the school site's primary goals and strategies for supporting a Safe & Supportive Culture & Climate?

2. Which Basic Elements and Best Practices from above most closely align with site goals?

3. What resources can after school and school day share to move towards your collective goals?

4. Select your Basic Element:

5. Select your Best Practice:



## QUALITY ACTION PLANNING, CONTINUED

### SAFE & SUPPORTIVE CULTURE & CLIMATE

#### CREATE YOUR STRATEGIC ACTIONS

Directions: Now that you've chosen which Basic Element and Best Practices to work on, it's team to create the strategic actions that will move your Basic Element and Best Practice from "Emerging" or "Meets Expectations" to "Exemplary." You can utilize the Strategic Action tip sheet on page 24 to help guide your work.

##### BASIC ELEMENT:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

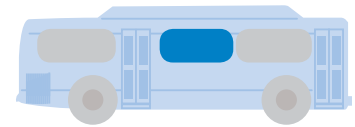
##### BEST PRACTICE:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

##### WHAT RESOURCES ARE REQUIRED?

##### WHO WILL PROVIDE THEM?

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# QUALITY ACTION PLANNING

## HEALTHY ACTIVE YOUTH

### CHOOSE YOUR BASIC ELEMENTS & BEST PRACTICES

#### COMPLETE WITH CBO LEADERSHIP

Review the Quality Action Planning tab in the E-QAP and identify which HAY Basic Elements & Best Practices you have the option of working on this year. Based on those options, list which HAY Basic Elements & Best Practices you would like to prioritize for discussion with your school site team.

1. Basic Elements to discuss with school site team:

2. Best Practices to discuss with school site team:

#### COMPLETE WITH YOUR SCHOOL SITE PARTNERS

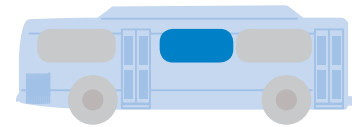
1. What are the school site's primary goals and strategies for supporting Healthy Active Youth?

2. Which Basic Elements and Best Practices from above most closely align with site goals?

3. What resources can after school and school day share to move towards your collective goals?

4. Select your Basic Element:

5. Select your Best Practice:



## QUALITY ACTION PLANNING, CONTINUED

### HEALTHY ACTIVE YOUTH

#### CREATE YOUR STRATEGIC ACTIONS

Directions: Now that you've chosen which Basic Element and Best Practices to work on, it's team to create the strategic actions that will move your Basic Element and Best Practice from "Emerging" or "Meets Expectations" to "Exemplary." You can utilize the Strategic Action tip sheet on page 24 to help guide your work.

#### BASIC ELEMENT:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

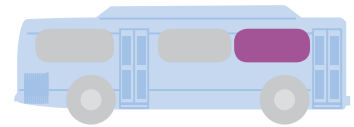
#### BEST PRACTICE:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

#### WHAT RESOURCES ARE REQUIRED?

#### WHO WILL PROVIDE THEM?

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# QUALITY ACTION PLANNING

## TEACHING & LEARNING

### CHOOSE YOUR BASIC ELEMENTS & BEST PRACTICES

#### COMPLETE WITH CBO LEADERSHIP

Review the Quality Action Planning tab in the E-QAP and identify which T&L Basic Elements & Best Practices you have the option of working on this year. Based on those options, list which T&L Basic Elements & Best Practices you would like to prioritize for discussion with your school site team.

1. Basic Elements to discuss with school site team:

2. Best Practices to discuss with school site team:

#### COMPLETE WITH YOUR SCHOOL SITE PARTNERS

1. What are the school site's primary goals and strategies for supporting Teaching & Learning?

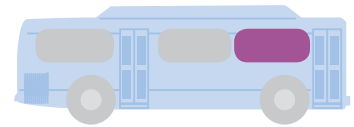
2. Which Basic Elements and Best Practices from above most closely align with site goals?

3. What resources can after school and school day share to move towards your collective goals?

4. Select your Basic Element:

5. Select your Best Practice:





## QUALITY ACTION PLANNING, CONTINUED

### TEACHING & LEARNING

#### CREATE YOUR STRATEGIC ACTIONS

Directions: Now that you've chosen which Basic Element and Best Practices to work on, it's team to create the strategic actions that will move your Basic Element and Best Practice from "Emerging" or "Meets Expectations" to "Exemplary." You can utilize the Strategic Action tip sheet on page 24 to help guide your work.

##### BASIC ELEMENT:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

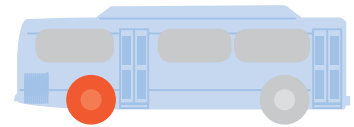
##### BEST PRACTICE:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

##### WHAT RESOURCES ARE REQUIRED?

##### WHO WILL PROVIDE THEM?

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# QUALITY ACTION PLANNING

## STRONG SYSTEMS & STRUCTURES

### CHOOSE YOUR BASIC ELEMENTS & BEST PRACTICES

#### COMPLETE WITH CBO LEADERSHIP

Review the Quality Action Planning tab in the E-QAP and identify which Strong Systems & Structures Basic Elements you have the option of working on this year. Based on those options, list which Basic Elements you would like to prioritize for discussion with your school site team.

1. Basic Elements to discuss with school site team:

2. Best Practices to discuss with school site team:

#### COMPLETE WITH YOUR SCHOOL SITE PARTNERS

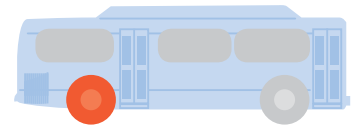
1. What are the school site's primary goals and strategies for supporting Strong Systems & Structures?

2. Which Basic Elements and Best Practices from above most closely align with site goals?

3. What resources can after school and school day share to move towards your collective goals?

4. Select your Basic Element:

5. Select your Best Practice:



## QUALITY ACTION PLANNING, CONTINUED

### STRONG SYSTEMS & STRUCTURES

#### CREATE YOUR STRATEGIC ACTIONS

Directions: Now that you've chosen which Basic Element and Best Practices to work on, it's team to create the strategic actions that will move your Basic Element and Best Practice from "Emerging" or "Meets Expectations" to "Exemplary." You can utilize the Strategic Action tip sheet on page 24 to help guide your work.

#### BASIC ELEMENT:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

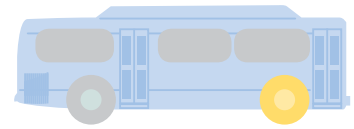
#### BEST PRACTICE:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

#### WHAT RESOURCES ARE REQUIRED?

#### WHO WILL PROVIDE THEM?

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# QUALITY ACTION PLANNING

## INTENTIONAL PROGRAM DESIGN

### CHOOSE YOUR BASIC ELEMENTS & BEST PRACTICES

#### COMPLETE WITH CBO LEADERSHIP

Review the Quality Action Planning tab in the E-QAP and identify which Intentional Program Design Basic Elements you have the option of working on this year. Based on those options, list which Basic Elements you would like to prioritize for discussion with your school site team.

1. Basic Elements to discuss with school site team:

2. Best Practices to discuss with school site team:

#### COMPLETE WITH YOUR SCHOOL SITE PARTNERS

1. What are the school site's primary goals and strategies for supporting Strong Systems & Structures?

2. Which Basic Elements and Best Practices from above most closely align with site goals?

3. What resources can after school and school day share to move towards your collective goals?

4. Select your Basic Element:

5. Select your Best Practice:



## QUALITY ACTION PLANNING, CONTINUED

### INTENTIONAL PROGRAM DESIGN

#### CREATE YOUR STRATEGIC ACTIONS

Directions: Now that you've chosen which Basic Element and Best Practices to work on, it's team to create the strategic actions that will move your Basic Element and Best Practice from "Emerging" or "Meets Expectations" to "Exemplary." You can utilize the Strategic Action tip sheet on page 24 to help guide your work.

##### BASIC ELEMENT:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

##### BEST PRACTICE:

STRATEGIC ACTION	WHO IS RESPONSIBLE? (NAME)	ROLE	BY WHEN?

##### WHAT RESOURCES ARE REQUIRED?

##### WHO WILL PROVIDE THEM?

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# PROGRAM WALK-THROUGH 2019–2020 K-8

SUBMIT INTO E-QAP (MOBILE FRIENDLY)

## ENVIRONMENT: HOMEWORK/STUDY TIME

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): K 1 2 3 4 5 6 7 8

## HOMESCHOOL SUPPORT

### PART 1: STUDENT BEHAVIOR—TIME SAMPLE (5 MINUTES)

Start Time:  End Time:   
Number of students being observed:

Indicate the number of students engaging in each of the following tasks:

☐ Working independently

☐ Working in small groups

☐ Receiving support from adults

☐ Playing on phones/socializing

☐ Working on computers

☐ Playing games on computer

☐ Reading books

☐ Other:

### PART 2: HOMEWORK SUPPORT OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) (**SSCC1A**).

☐ 1 No community building activities were observed.

☐ 3 One community building activities was observed.

☐ 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff (**SSCC1B**).

☐ 1 No community building words were heard.

☐ 3 Community building words such as “we, us, and community” were heard a few times.

☐ 5 Community building words such as “we, us, and community” were heard many times/  
most of the time.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C)**.

- ☐ 1 Staff is not heard greeting or addressing students by name.  
☐ 3 Staff is heard greeting and/or addressing some students by name.  
☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff **review behavior expectations/learning agreements** at the beginning of the session **(SSCC2A)**.

- ☐ Yes ☐ No

OBSERVATION:

5. Staff utilize **consistent proactive positive strategies** to get students attention and manage group behavior **(SSCC2B)**.

- ☐ 1 No group management structure or attention-getting signal was used.  
☐ 3 Group management system and attention-getting signals were sometimes used.  
☐ 5 Group management structure was used consistently with attention getting signal delivered in a positive or neutral tone.

OBSERVATION:

6. Transitions have **clear structure** and are well organized **(SSCC2C)**.

- ☐ 1 Transitions are disorganized.  
☐ 3 Transitions are informal, but are not unreasonably disorganized.  
☐ 5 Transitions are well organized.

OBSERVATION:

7. There is a **visual behavior matrix** visible to students. **(SSCC2D)**

- ☐ Yes ☐ No

OBSERVATION:

8. Staff engage **progressive response system** (e.g. PROMPT) to address disruptive behaviors and/or prevent challenging behaviors **(SSCC2E)**.

- ☐ 1 Staff did not use progressive response (e.g. PROMPT).  
☐ 3 Staff members address some behaviors but not all challenging behaviors using progressive response system (e.g. PROMPT).  
☐ 5 Staff members engaged in progressive response to address all challenging behavior (e.g. PROMPT) .

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

OBSERVATION:

9. **Activity breaks** are embedded into programming **(HAY2B)**.

- ☐ 1 No activity breaks were observed.
- ☐ 3 Activity breaks were observed at least once.
- ☐ 5 Activity breaks were observed multiple times.

OBSERVATION:

10. Staff provide **verbal instructions and model activities** **(TL1A)**.

- ☐ 1 No instructions or modeling by staff are observed.
- ☐ 3 Verbal instruction is observed.
- ☐ 5 Verbal instruction and modeling are observed.

OBSERVATION:

11. Staff are engaged with youth to assist in monitoring their **homework/study progress** **(TL1B)**.

- ☐ 1 No checks for understanding are observed.
- ☐ 3 Staff is available to answer question if they are asked.
- ☐ 5 Staff member moves around the room and actively checks for understanding with students.

OBSERVATION:

12. Staff implement a clear and effective process for students to request **assistance or support** from adults **(TL1C)**.

- ☐ 1 There is no clear or consistent process for students to request assistance or support from adults.
- ☐ 3 There is a clear process for students to request assistance or support from adults.
- ☐ 5 There is a clear and effective process for students to request assistance or support from adults.

OBSERVATION:



## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

13. Students have **meaningful activity options** if they do not have homework or complete homework before the end of session **(TL1D)**.

- ☐ 1 No activities for those who finish homework or don't have homework.
- ☐ 3 Some students have activities for when they complete homework or don't have homework.
- ☐ 5 All students have activities for when they complete homework or don't have homework.

OBSERVATION:

14. Staff use language to **support growth mindset or build SEL skills** (e.g. praise effort, frame mistakes as part of learning, praise setting goals, being self-managed.) **(TL2A)**.

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

15. Students are **intentionally grouped** within activities to maximize learning **(TL2C)**.

- ☐ 1 No intentional grouping within activity was observed.
- ☐ 3 At least 1 intentional grouping within the activity was observed.
- ☐ 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

16. Students have **age-appropriate leadership roles** **(TL2G)**.

- ☐ 1 No students are observed in any leadership roles.
- ☐ 3 Few students are observed in age-appropriate leadership roles.
- ☐ 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: SNACK/SUPPER

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): K 1 2 3 4 5 6 7 8

### SNACK/SUPPER OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. temperature checks, circle question, Restorative Practices “sandwich” method to discuss a topic) (**SSCC1A**).

- ☐ 1 No community building activities were observed.  
☐ 3 One community building activity was observed.  
☐ 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff (**SSCC1B**).

- ☐ 1 No community building words were heard.  
☐ 3 Community building words such as “we, us, and community” were heard a few times.  
☐ 5 Community building words such as “we, us, and community” were heard many times/  
most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth (**SSCC1C**).

- ☐ 1 Staff is not heard greeting or addressing students by name.  
☐ 3 Staff is heard greeting and/or addressing some students by name.  
☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: SNACK/SUPPER

4. Staff utilize **consistent proactive strategies** to get students attention and manage group behavior **(SSCC2B)**.

- ☐ 1 No group management structure or attention-getting signal was used.
- ☐ 3 Group management system and attention-getting signals were sometimes used.
- ☐ 5 Group management structure was used consistently with attention getting signal delivered in a positive or neutral tone.

OBSERVATION:

5. Transitions into the snack/supper have **clear structure** and are well organized **(SSCC2C)**.

- ☐ 1 Transitions are disorganized.
- ☐ 3 Transitions are informal, but are not unreasonably disorganized.
- ☐ 5 Transitions are well organized.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- ☐ Yes ☐ No

OBSERVATION:

7. Staff engage **progressive response system** (e.g. PROMPT) to address disruptive behaviors and/or prevent challenging behaviors **(SSCC2E)**.

- ☐ 1 Staff did not use progressive response system (e.g. PROMPT).
- ☐ 3 Staff members addressed some behaviors but not all challenging behaviors using progressive response system (e.g. PROMPT).
- ☐ 5 Staff members engaged in progressive system address all challenging behavior (e.g. PROMPT).

OBSERVATION:

8. The snack/supper environment supports healthy eating by providing **adequate space and time to eat as a community** **(HAY1A)**.

- ☐ Yes ☐ No

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: SNACK/SUPPER

9. Students have **easy access to water** beyond facility water fountains in order to promote drinking water (e.g. water coolers, infused water) **(HAY1B)**.

- ☐ 1 No additional water resources were seen beyond facility water fountains.
- ☐ 3 Additional water resources (e.g. water coolers) were seen.
- ☐ 5 Additional water resources (e.g. infused water) were seen that encouraged creative drinking water solutions.

OBSERVATION:

10. **Signs/posters that encourage healthy eating** are visible in the space **(HAY1C)**.

- ☐ Yes   ☐ No

OBSERVATION:

11. Staff use language to support **growth mindset or build SEL skills** (e.g. trying new healthier snacks, “You don’t like this snack YET...” ) **(TL2A)**.

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

12. Students have **age-appropriate leadership roles** **(TL2G)**.

- ☐ 1 No students are observed in any leadership roles.
- ☐ 3 Few students are observed in age-appropriate leadership roles.
- ☐ 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: ENRICHMENT

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): K 1 2 3 4 5 6 7 8

### ENRICHMENT OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) **(SSCC1A)**.

- ☐ 1 No community building activities were observed.  
☐ 3 One community building activity was observed.  
☐ 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- ☐ 1 No community building words were heard.  
☐ 3 Community building words such as “we, us, and community” were heard a few times.  
☐ 5 Community building words such as “we, us, and community” were heard many times/most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C)**.

- ☐ 1 Staff is not heard greeting or addressing students by name.  
☐ 3 Staff is heard greeting and/or addressing some students by name.  
☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff **review behavior expectations/learning agreements** at the beginning of the session **(SSCC2A)**.

- ☐ Yes ☐ No

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: ENRICHMENT

5. Staff utilize **consistent proactive strategies** to get students attention and manage group behavior **(SSCC2B)**.

- ☐ 1 No group management structure or attention-getting signal was used.
- ☐ 3 Group management system and attention-getting signals were sometimes used.
- ☐ 5 Group management structure was used consistently with attention getting signal delivered in a positive or neutral tone.

OBSERVATION:

6. Transitions have **clear structures** and are well organized **(SSCC2C)**.

- ☐ 1 Transitions are disorganized.
- ☐ 3 Transitions are informal, but are not unreasonably disorganized.
- ☐ 5 Transitions are well organized.

OBSERVATION:

7. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- ☐ Yes ☐ No

OBSERVATION:

8. Staff engage **progressive response system** (e.g. PROMPT) to address disruptive behaviors and/or prevent challenging behaviors **(SSCC2E)**.

- ☐ 1 Staff did not use progressive response system (e.g. PROMPT).
- ☐ 3 Staff members addressed some behaviors but not all challenging behaviors using progressive response system (e.g. PROMPT).
- ☐ 5 Staff members engaged in progressive response system to address all challenging behavior (e.g. PROMPT).

OBSERVATION:

9. **Activity breaks** are embedded into programming (e.g. Touch 3 things, Walk and Talk) **(HAY2B)**.

- ☐ 1 No activity breaks were observed.
- ☐ 3 Activity breaks were observed at least once.
- ☐ 5 Activity breaks were observed multiple times.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: ENRICHMENT

10. Staff provide **verbal instructions and model activities** (TL1A).

- ☐ 1 No instructions or modeling by staff are observed.
- ☐ 3 Verbal instruction is observed.
- ☐ 5 Verbal instruction and modeling are observed.

OBSERVATION:

11. **Staff are engaged** with youth in order to assist students in monitoring their progress (TL1B).

- ☐ 1 No checks for understanding are observed.
- ☐ 3 Staff is available to answer question if they are asked.
- ☐ 5 Staff member moves around the room and actively checks for understanding with students.

OBSERVATION:

12. Staff use language to support **growth mindset or build SEL skills** (e.g. praise trying something new, frame mistakes as part of learning, praise setting goals, being self-managed) (TL2A).

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

13. Staff ask open-ended questions to encourage **critical thinking** and reflection (TL2B).

- ☐ Yes   ☐ No

OBSERVATION:

14. Students are **intentionally grouped** within activities to maximize learning (TL2C).

- ☐ 1 No intentional grouping within activity was observed.
- ☐ 3 At least 1 intentional grouping within the activity was observed.
- ☐ 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: ENRICHMENT

15. Staff support skill building by **breaking difficult tasks into smaller steps (TL2D)**.

- ☐ 1 Staff does not break difficult tasks into smaller simpler steps for any students.
- ☐ 3 Staff breaks difficult tasks into smaller simpler steps for some students.
- ☐ 5 Staff breaks difficult tasks into smaller, simpler steps for all students (e.g. steps are explained in sequence, instructions are provided for specific steps, examples of completed steps are shared).

OBSERVATION:

16. Staff incorporate debrief/reflection opportunities to help students synthesize learning. **(TL2E)**.

- ☐ Yes ☐ No

OBSERVATION:

17. Students have **choices** within the session(s) **(TL2F)**.

- ☐ 1 No student choice is observed.
- ☐ 3 Students can choose what they make/do or how they do it.
- ☐ 5 Students can choose what they make/do and how they do it.

OBSERVATION:

18. Students have **age-appropriate leadership roles (TL2G)**.

- ☐ 1 No students are observed in any leadership roles.
- ☐ 3 Few students are observed in age-appropriate leadership roles.
- ☐ 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

19. Staff provide opportunities for students to **work or play cooperatively** with others **(TL2H)**.

- ☐ 1 No intentional opportunities for students to work or play cooperatively with others were observed.
- ☐ 3 One opportunity for students to work or play cooperatively with others was observed.
- ☐ 5 More than one opportunity for students to work or play cooperatively with others was observed.

OBSERVATION:



## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: RECREATION

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): K 1 2 3 4 5 6 7 8

### RECREATION OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) **(SSCC1A)**.

- ☐ 1 No community building activities were observed.  
☐ 3 One community building activity was observed.  
☐ 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- ☐ 1 No community building words were heard.  
☐ 3 Community building words such as “we, us, and community” were heard a few times.  
☐ 5 Community building words such as “we, us, and community” were heard many times/most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C)**.

- ☐ 1 Staff is not heard greeting or addressing students by name.  
☐ 3 Staff is heard greeting and/or addressing some student by name.  
☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff review **behavior expectations/learning agreements** at the beginning of the session **(SSCC2A)**.

- ☐ Yes ☐ No

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: RECREATION

5. Staff utilize **consistent proactive positive strategies** to get students attention and manage group behavior **(SSCC2B)**.

- ☐ 1 No group management structure or attention-getting signal was used.
- ☐ 3 Group management system and attention-getting signals were sometimes used.
- ☐ 5 Group management structure was used consistently with attention getting signal delivered in a positive or neutral tone.

OBSERVATION:

6. Transitions have **clear structure** and are well organized **(SSCC2C)**.

- ☐ 1 Transitions are disorganized.
- ☐ 3 Transitions are informal, but are not unreasonably disorganized.
- ☐ 5 Transitions are well organized.

OBSERVATION:

7. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- ☐ Yes ☐ No

OBSERVATION:

8. Staff engage **progressive response system** (e.g. PROMPT) to address disruptive behaviors and/or prevent challenging behaviors **(SSCC2E)**.

- ☐ 1 Staff did not use progressive response system (e.g. PROMPT).
- ☐ 3 Staff members addressed some behaviors but not all challenging behavior using progressive response system (e.g. PROMPT).
- ☐ 5 Staff members engaged in progressive response system to address all challenging behavior (e.g. PROMPT).

OBSERVATION:

9. The program offers at least **30 minutes of daily physical activity** that intentionally involves all program attendees, for whom physical activity is appropriate. At least 50% of that time is spent in moderate to vigorous activity **(HAY2A)**.

- ☐ 1 No students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity.
- ☐ 3 Less than half of the students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity.
- ☐ 5 More than half of the students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity.

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: RECREATION

OBSERVATION:

10. Staff are **actively engaged** with students during physical activity time **(HAY2C)**.

☐ Yes ☐ No

OBSERVATION:

11. Staff use language to **support growth mindset or build SEL skills** (e.g. praise effort, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A)**.

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

12. Staff ask open-ended questions to encourage **critical thinking and reflection** **(TL2B)**.

☐ Yes ☐ No

OBSERVATION:

13. Students are **intentionally grouped** within activities to maximize learning (whole group, small group) **(TL2C)**.

- ☐ 1 No intentional grouping within activity was observed.
- ☐ 3 At least 1 intentional grouping within the activity was observed.
- ☐ 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

14. Staff support skill building by **breaking difficult tasks into smaller steps** **(TL2D)**.

- ☐ 1 Staff does not break difficult tasks into smaller simpler steps for any students
- ☐ 3 Staff breaks difficult tasks into smaller simpler steps for some students
- ☐ 5 Staff breaks difficult tasks into smaller, simpler steps for all students (e.g. steps are explained in sequence, instructions are provided for specific steps, examples of completed steps are shared).

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### ENVIRONMENT: RECREATION

15. Staff incorporate **debrief/reflection** opportunities to help students synthesize learning **(TL2E)**.

☐ Yes ☐ No

OBSERVATION:

16. Students have **choices** within the session(s) **(TL2F)**.

- ☐ 1 No student choice is observed.
- ☐ 3 Students can choose what they make/do or how they do it.
- ☐ 5 Students can choose what they make/do and how they do it.

OBSERVATION:

17. Staff provide opportunities for students to **work or play cooperatively** with others **(TL2H)**.

- ☐ 1 No intentional opportunities for students to work or play cooperatively with others were observed.
- ☐ 3 One opportunity for students to work or play cooperatively with others was observed.
- ☐ 5 More than one opportunity for students to work or play cooperatively with others was observed.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (K-8), CONTINUED

### SUMMARY

Site:   
Observer's Name:   
Date:

#### Strengths

#### Opportunities for improvement

#### Additional information/comments



# PROGRAM WALK-THROUGH 2019–2020 HIGH SCHOOL

SUBMIT INTO E-QAP (MOBILE FRIENDLY)

## ENVIRONMENT: HOMEWORK/STUDY TIME

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

## HOMEWORK SUPPORT

### PART 1

Student Behavior—Time Sample (5 MINUTES)

Start Time:  End Time:   
Number of students being observed:

Indicate the number of students engaging in each of the following tasks:

- |  |  |
|--|--|
| <input type="checkbox"/> Working independently         | <input type="checkbox"/> Working in small groups       |
| <input type="checkbox"/> Receiving support from adults | <input type="checkbox"/> Playing on phones/socializing |
| <input type="checkbox"/> Working on computers          | <input type="checkbox"/> Playing games on computer     |
| <input type="checkbox"/> Reading books                 | <input type="checkbox"/> Other: <input type="text"/>   |

### PART 2: HOMEWORK SUPPORT OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through check-ins) **(SSCC1A)**.

- ☐ 1 No scheduled activities incorporating community building opportunities were observed.
- ☐ 3 Community building activities that are offered at least weekly were observed.
- ☐ 5 Community building activities that are offered at least twice per week were observed.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- ☐ 1 No community building words were heard.
- ☐ 3 Community building words such as “we, us, and community” were heard a few times.
- ☐ 5 Community building words such as “we, us, and community” were heard many times/  
most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C)**.

- ☐ 1 Staff is not heard greeting or addressing students by name.
- ☐ 3 Staff is heard greeting and/or addressing some students by name.
- ☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

Check behavior expectation knowledge of students by **verbally polling** 5 students on what the behavior expectations of the program are. Use tally at right to inform your answer to question #4.

STUDENT POLL RESULTS		
STUDENT #	KNEW HOW MANY EXPECTATIONS...	OUT OF...
1.		
2.		
3.		
4.		
5.		
TOTAL		

4. Students understand behavior expectations/learning agreements. **(SSCC2A)**

- ☐ 1 Two or fewer youth were able to say expectations and give an example applicable to their setting.
- ☐ 3 Three of five youth were able to say expectations and give an example applicable to their setting.
- ☐ 5 Four or five youth were able to say expectations and give an example applicable to their setting.

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

5. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- ☐ 1 No group management structure was used.
- ☐ 3 Group management system was sometimes used.
- ☐ 5 Group management structure was used consistently.

OBSERVATION:

6. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- ☐ 1 Students are not clear on the day's schedule.
- ☐ 3 Schedule is available, but some students do not know where to go.
- ☐ 5 Students are clear on the daily schedule and understand where activities are taking place.

OBSERVATION:

7. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- ☐ Yes ☐ No

OBSERVATION:

8. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E)**.

- ☐ 1 Staff do not respond to any youth engaged in challenging behavior.
- ☐ 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- ☐ 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

9. Intentional practices to **decrease sedentary behavior** are observed **(HAY2B)**.

- ☐ 1 No active work spaces (e.g. standing desk) or movement breaks are observed.
- ☐ 3 Some students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.
- ☐ 5 All students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.

OBSERVATION:



## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

10. Staff provide **verbal instructions and model activities** (TL1A).

- ☐ 1 No instructions or modeling by staff are observed.
- ☐ 3 Verbal instruction is observed.
- ☐ 5 Verbal instruction and modeling are observed.

OBSERVATION:

11. Staff are engaged with youth to assist in monitoring their **homework/study progress** (TL1B).

- ☐ 1 No checks for understanding are observed.
- ☐ 3 Staff is available to answer question if they are asked.
- ☐ 5 Staff member moves around the room and actively checks for understanding with students.

OBSERVATION:

12. Staff implement a clear and effective process for students to request **assistance or support** from adults (TL1C).

- ☐ 1 There is no clear or consistent process for students to request assistance or support from adults.
- ☐ 3 There is a clear process for students to request assistance or support from adults.
- ☐ 5 There is a clear and effective process for students to request assistance or support from adults.

OBSERVATION:

13. Students have **meaningful activity options** if they do not have homework or complete homework before the end of session (TL1D).

- ☐ 1 No activities for those who finish homework or don't have homework.
- ☐ 3 Some students have activities for when they complete homework or don't have homework.
- ☐ 5 All students have activities for when they complete homework or don't have homework.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: HOMEWORK/STUDY TIME

14. Staff use language to **support growth mindset or build SEL skills** (e.g. praise effort, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A)**.

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

15. Students are **intentionally grouped** within activities to maximize learning **(TL2C)**.

- ☐ 1 No intentional grouping within activity was observed.
- ☐ 3 At least 1 intentional grouping within the activity was observed.
- ☐ 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

16. Students have **age-appropriate leadership roles** (i.e. peer tutors, club leads, committee ambassadors, etc) **(TL2G)**.

- ☐ 1 No students are observed in any leadership roles.
- ☐ 3 Few students are observed in age-appropriate leadership roles.
- ☐ 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: SNACK/SUPPER

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

#### PART 1

1. A central food distribution location is utilized with a system to support youth access (e.g. not waiting in line for food).

☐ Yes ☐ No

OBSERVATION:

2. Food offerings are presented in a fashion that promotes participation in snack/supper.

☐ Yes ☐ No

OBSERVATION:

3. Healthy condiments, spices, etc. are provided for student use.

☐ Yes ☐ No

OBSERVATION:

4. A point staff person is available to check in with students during snack/supper distribution.

☐ Yes ☐ No

OBSERVATION:

#### PART 2: SNACK/SUPPER OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. temperature checks, circle question, Restorative Practices “sandwich” method to discuss a topic) (**SSCC1A**).

- ☐ 1 No community building activities were observed.  
☐ 3 One community building activity was observed.  
☐ 5 Two or more community building activities were observed.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: SNACK/SUPPER

2. **Community building language** is consistently used by staff (**SSCC1B**).

- ☐ 1 No community building words were heard.
- ☐ 3 Community building words such as “we, us, and community” were heard a few times.
- ☐ 5 Community building words such as “we, us, and community” were heard many times/  
most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth (**SSCC1C**).

- ☐ 1 Staff is not heard greeting or addressing students by name.
- ☐ 3 Staff is heard greeting and/or addressing some students by name.
- ☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff use a clear, positive strategy for **beginning and ending activities** (**SSCC2B**).

- ☐ 1 No group management structure was used.
- ☐ 3 Group management system was sometimes used.
- ☐ 5 Group management structure was used consistently.

OBSERVATION:

5. After school program schedules have a **clear structure** and are well organized (**SSCC2C**).

- ☐ 1 Students are not clear on the daily schedule.
- ☐ 3 Schedule is available but some students do not know where to go.
- ☐ 5 Students are clear on the daily schedule, and understand where activities are taking place.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students (**SSCC2D**).

- ☐ Yes ☐ No

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: SNACK/SUPPER

7. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E)**.

- ☐ 1 Staff do not respond to any youth engaged in challenging behavior.
- ☐ 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- ☐ 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

8. The snack/supper environment supports healthy eating by providing **adequate space (HAY1A)**.

- ☐ Yes ☐ No

OBSERVATION:

9. Students have **easy access to water** beyond facility water fountains in order to promote drinking water (e.g. water coolers, infused water) **(HAY1B)**.

- ☐ 1 No additional water resources were seen beyond facility water fountains.
- ☐ 3 Additional water resources (e.g. water coolers) were seen.
- ☐ 5 Additional water resources (e.g. infused water) were seen that encouraged creative drinking water solutions.

OBSERVATION:

10. **Signs/posters that encourage healthy eating** are visible in the space **(HAY1C)**.

- ☐ Yes ☐ No

OBSERVATION:

11. Staff use language to support **growth mindset or build SEL skills** (e.g., trying new healthier snacks, "You don't like this snack YET...") **(TL2A)**.

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: ENRICHMENT

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

Content area (OBSERVE ONE):

- |  |  |
|--|--|
| <input type="checkbox"/> Literacy Literacy/Language Arts | <input type="checkbox"/> Workforce Development       |
| <input type="checkbox"/> Math Science/STEAM              | <input type="checkbox"/> Other: <input type="text"/> |
| <input type="checkbox"/> Credit Recovery                 |  |

Who is leading lesson:

- |  |  |
|--|--|
| <input type="checkbox"/> Literacy Literacy/Language Arts | <input type="checkbox"/> Workforce Development       |
| <input type="checkbox"/> Math Science/STEAM              | <input type="checkbox"/> Other: <input type="text"/> |
| <input type="checkbox"/> Credit Recovery                 |  |

### ENRICHMENT OBSERVATION

1. Students have opportunities to participate in a **community building activity** (e.g. sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) **(SSCC1A)**.

- ☐ 1 No community building activities were observed.  
☐ 3 One community building activities was observed.  
☐ 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- ☐ 1 No community building words were heard.  
☐ 3 Community building words such as “we, us, and community” were heard a few times.  
☐ 5 Community building words such as “we, us, and community” were heard many times/  
most of the time.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: ENRICHMENT

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C)**.

- ☐ 1 Staff is not heard greeting or addressing students by name.  
☐ 3 Staff is heard greeting and/or addressing some students by name.  
☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

4. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- ☐ 1 No group management structure was used.  
☐ 3 Group management system was sometimes used.  
☐ 5 Group management structure was used consistently.

OBSERVATION:

5. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- ☐ 1 Students are not clear on daily schedule.  
☐ 3 Schedule is available but some students do not know where to go.  
☐ 5 Students are clear on daily schedule and understand where activities are taking place.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- ☐ Yes ☐ No

OBSERVATION:

7. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E)**.

- ☐ 1 Staff do not respond to any youth engaged in challenging behavior.  
☐ 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.  
☐ 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: ENRICHMENT

8. Intentional practices to **decrease sedentary behavior** are observed **(HAY2B)**.

- ☐ 1 No active work spaces (e.g. standing desk) or movement breaks are observed.
- ☐ 3 Some students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.
- ☐ 5 All students use active work spaces and/or are encouraged to take movement breaks when sitting for more than 30 minutes.

OBSERVATION:

9. Staff provide **verbal instructions and model activities** **(TL1A)**.

- ☐ 1 No instructions or modeling by staff are observed.
- ☐ 3 Verbal instruction is observed.
- ☐ 5 Verbal instruction and modeling are observed.

OBSERVATION:

10. **Staff are engaged** with youth in order to assist students in monitoring their progress **(TL1B)**.

- ☐ 1 No checks for understanding are observed.
- ☐ 3 Staff is available to answer question if they are asked.
- ☐ 5 Staff member moves around the room and actively checks for understanding with students.

OBSERVATION:

11. Staff use language to support **growth mindset or build SEL skills** (e.g. praise trying something new, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A)**.

- ☐ 1 No language was heard that supports growth mindset or building SEL skills.
- ☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.
- ☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:



## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: ENRICHMENT

12. Staff ask open-ended questions to encourage **critical thinking** and reflection **(TL2B)**.

☐ Yes ☐ No

OBSERVATION:

13. Students are **intentionally grouped** within activities to maximize learning **(TL2C)**.

- ☐ 1 No intentional grouping within activity was observed.
- ☐ 3 At least 1 intentional grouping within the activity was observed.
- ☐ 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

14. Staff support skill building by **breaking difficult tasks into smaller steps** **(TL2D)**.

- ☐ 1 Staff does not break difficult tasks into smaller simpler steps for any students.
- ☐ 3 Staff breaks difficult tasks into smaller simpler steps for some students.
- ☐ 5 Staff breaks difficult tasks into smaller, simpler steps for all students (e.g. steps are explained in sequence, instructions are provided for specific steps, examples of completed steps are shared).

OBSERVATION:

15. Staff incorporate **debrief/reflection** opportunities to help students synthesize learning. **(TL2E)**

☐ Yes ☐ No

OBSERVATION:

16. Students have **choices** within the session(s) **(TL2F)**.

- ☐ 1 No student choice is observed.
- ☐ 3 Students can choose what they make/do or how they do it.
- ☐ 5 Students can choose what they make/do and how they do it.

OBSERVATION:

17. Students have **age-appropriate leadership roles** **(TL2G)**.

- ☐ 1 No students are observed in any leadership roles.
- ☐ 3 Few students are observed in age-appropriate leadership roles.
- ☐ 5 Many students are observed in age-appropriate leadership roles.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: ENRICHMENT

18. Staff provide opportunities for students to **work or play cooperatively** with others (TL2H).

- ☐ 1 No intentional opportunities for students to work or play cooperatively with others were observed.
- ☐ 3 One opportunity for students to work or play cooperatively with others was observed.
- ☐ 5 More than one opportunity for students to work or play cooperatively with others was observed.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: RECREATION

Site:   
Observer's Name:   
Date:

Total # of students:  Total # of staff:  Student/Staff Ratio:  :

Grade Levels (CIRCLE ALL THAT APPLY): 9 10 11 12

### RECREATION OBSERVATION

1. Students have opportunities to participate in a **community building activity** (for example: sharing with others, intentionally connecting as a team with other students through circles, check-ins, team building activities) **(SSCC1A)**.

- ☐ 1 No community building activities were observed.  
☐ 3 One community building activity was observed.  
☐ 5 Two or more community building activities were observed.

OBSERVATION:

2. **Community building language** is consistently used by staff **(SSCC1B)**.

- ☐ 1 No community building words were heard.  
☐ 3 Community building words such as “we, us, and community” were heard a few times.  
☐ 5 Community building words such as “we, us, and community” were heard many times/  
most of the time.

OBSERVATION:

3. Staff **welcome or address students by name** to develop strong relationships between adults and youth **(SSCC1C)**.

- ☐ 1 Staff is not heard greeting or addressing students by name.  
☐ 3 Staff is heard greeting and/or addressing some student by name.  
☐ 5 Staff intentionally greet and/or address all students by name.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: RECREATION

4. Staff use a clear, positive strategy for **beginning and ending activities (SSCC2B)**.

- ☐ 1 No group management structure was used.
- ☐ 3 Group management system was sometimes used.
- ☐ 5 Group management structure was used consistently.

OBSERVATION:

5. After school program schedules have a **clear structure** and are well organized **(SSCC2C)**.

- ☐ 1 Students are not clear on daily schedule.
- ☐ 3 Schedule is available but some students do not know where to go.
- ☐ 5 Students are clear on daily schedule and understand where activities are taking place.

OBSERVATION:

6. There is a **visual behavior matrix** visible to students **(SSCC2D)**.

- ☐ Yes ☐ No

OBSERVATION:

7. Staff respond to low level challenging behavior in a timely manner with **proximity, redirection, and/or prompting correct behavior** and follow up with continued monitoring for a brief period **(SSCC2E)**.

- ☐ 1 Staff do not respond to any youth engaged in challenging behavior.
- ☐ 3 Staff respond to some challenging behavior but do not engage in ongoing monitoring.
- ☐ 5 Staff consistently respond to and monitor challenging behavior.

OBSERVATION:

8. The program offers at least **30 minutes of daily physical activity** that intentionally involves all program attendees, for whom physical activity is appropriate. At least 50% of that time is spent in moderate to vigorous activity **(HAY2A)**.

- ☐ 1 No students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity
- ☐ 3 Less than half of the students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity
- ☐ 5 More than half of the students participated in at least 30 minutes of physical activity, with at least 50% of that time was in moderate to vigorous activity.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: RECREATION

9. Staff are **actively engaged** with students during physical activity time **(HAY2C)**.

☐ Yes ☐ No

OBSERVATION:

10. Staff use language to **support growth mindset or build SEL skills** (e.g. praise effort, frame mistakes as part of learning, praise setting goals, being self-managed) **(TL2A)**.

☐ 1 No language was heard that supports growth mindset or building SEL skills.

☐ 3 One instance of language was heard that supports growth mindset or building SEL skills.

☐ 5 Multiple instances of language were heard that supports growth mindset or building SEL skills.

OBSERVATION:

11. Staff ask open-ended questions to encourage **critical thinking and reflection** **(TL2B)**.

☐ Yes ☐ No

OBSERVATION:

12. Students are **intentionally grouped** within activities to maximize learning (whole group, small group) **(TL2C)**.

☐ 1 No intentional grouping within activity was observed.

☐ 3 At least 1 intentional grouping within the activity was observed.

☐ 5 More than 1 intentional grouping within the activity was observed.

OBSERVATION:

13. Staff support skill building by **breaking difficult tasks into smaller steps** **(TL2D)**.

☐ 1 Staff does not break difficult tasks into smaller simpler steps for any students.

☐ 3 Staff breaks difficult tasks into smaller simpler steps for some students.

☐ 5 Staff breaks difficult tasks into smaller, simpler steps for all students (e.g. steps are explained in sequence, instructions are provided for specific steps, examples of completed steps are shared).

OBSERVATION:

14. Staff incorporate **debrief/reflection** opportunities to help students synthesize learning **(TL2E)**.

☐ Yes ☐ No

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### ENVIRONMENT: RECREATION

15. Students have **choices** within the session(s) **(TL2F)**.

- ☐ 1 No student choice is observed.
- ☐ 3 Students can choose what they make/do or how they do it.
- ☐ 5 Students can choose what they make/do and how they do it.

OBSERVATION:

16. Staff provide opportunities for students to **work or play cooperatively** with others **(TL2H)**.

- ☐ 1 No intentional opportunities for students to work or play cooperatively with others were observed.
- ☐ 3 One opportunity for students to work or play cooperatively with others was observed.
- ☐ 5 More than one opportunity for students to work or play cooperatively with others was observed.

OBSERVATION:

## PROGRAM WALK-THROUGH 2019-2020 (HIGH SCHOOL), CONTINUED

### SUMMARY

Site:   
Observer's Name:   
Date:

#### Strengths

#### Opportunities for improvement

#### Additional information/comments

# ATTENDANCE COMPLIANCE REVIEW

## ELEMENTARY SCHOOL VERSION (FOR MILE MARKER #1)



**SUBMIT INTO EMS BY 11/7/2019**

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

SEPTEMBER 23-27, 2019			ATTENDANCE DOCUMENTATION				
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.		
			YES	NO	TIME IN	CHECK MARK	TIME OUT
9/23/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/24/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/25/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/26/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/27/19			<input type="checkbox"/>	<input type="checkbox"/>			
Total missing items per week							

Total # of missing Early Release Codes this week:

Early release policy consistently (fewer than 5 discrepancies) implemented using codes:

☐ YES ☐ NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

### YEAR TO DATE (YTD) ATTENDANCE REVIEW

Dates to include: August 19–September 30, 2019.

	GRANT	TARGET ADA	CURRENT ADA	% OF ADA ACHIEVED
ASES				
21ST CCLC				
BEFORE SCHOOL				

Is the site on track to meet attendance? ☐ YES ☐ NO Explain:

Site attendance is up to date in EMS: ☐ YES ☐ NO Explain:

COMPLIANCE REVIEW NOTES:



# ATTENDANCE COMPLIANCE REVIEW

MIDDLE SCHOOL VERSION (FOR MILE MARKER #1)



SUBMIT INTO EMS BY 11/7/2019

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

SEPTEMBER 23-27, 2019			ATTENDANCE DOCUMENTATION				
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.		
			YES	NO	TIME IN	CHECK MARK	TIME OUT
9/23/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/24/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/25/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/26/19			<input type="checkbox"/>	<input type="checkbox"/>			
9/27/19			<input type="checkbox"/>	<input type="checkbox"/>			
Total missing items per week							

Total # of missing Early Release Codes this week:

Early release policy consistently (fewer than 5 discrepancies) implemented using codes:

☐ YES ☐ NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

## YEAR TO DATE (YTD) ATTENDANCE REVIEW

Dates to include: September 23-27, 2019.

	GRANT	TARGET ADA	CURRENT ADA	% OF ADA ACHIEVED
ASES				
21ST CCLC				
BEFORE SCHOOL				

Is the site on track to meet attendance? ☐ YES ☐ NO Explain:

Site attendance is up to date in EMS: ☐ YES ☐ NO Explain:

COMPLIANCE REVIEW NOTES:

# ATTENDANCE COMPLIANCE REVIEW

## HIGH SCHOOL VERSION (FOR MILE MARKER #1)



**SUBMIT INTO EMS BY 11/7/2019**

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

SEPTEMBER 23-27, 2019			ATTENDANCE DOCUMENTATION			
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.	
			YES	NO	TIME IN	CHECK MARK
9/23/19			<input type="checkbox"/>	<input type="checkbox"/>		
9/24/19			<input type="checkbox"/>	<input type="checkbox"/>		
9/25/19			<input type="checkbox"/>	<input type="checkbox"/>		
9/26/19			<input type="checkbox"/>	<input type="checkbox"/>		
9/27/19			<input type="checkbox"/>	<input type="checkbox"/>		
Total missing items per week						

Required number of program hours are met: 15 hours/week?

☐ YES ☐ NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

### YEAR TO DATE (YTD) ATTENDANCE REVIEW

Dates to include: September 23-27, 2019.

GRANT	TARGET ADA	CURRENT ADA	% OF ADA ACHIEVED
ASES			
21ST CCLC			
BEFORE SCHOOL			

Is the site on track to meet attendance? ☐ YES ☐ NO Explain:

Site attendance is up to date in EMS: ☐ YES ☐ NO Explain:

COMPLIANCE REVIEW NOTES:

# BASIC ELEMENTS ASSESSMENT

2019-2020



## SUBMIT INTO E-QAP (MOBILE FRIENDLY)

**Reflect** on your site's program practices using this checklist of quality for after school programs.

For each item, place a check mark in the column that best reflects the current status of your site's progress. The completed tool will be utilized to inform your site team and help to 1) inform QAP goals and 2) select professional development options that will best benefit the site.

### SCALE OPTIONS:

- **EMERGING:** Our site does not have or is in the early stages of implementing the basic element or best practice on a regular basis.
- **MEETS EXPECTATIONS:** Our site performs or implements this basic element or best practice close to 100% of the time.
- **EXEMPLARY:** Our site performs or implements this basic element or best practice 100% of the time and could serve as an example to other programs.

EMERGING	MEETS EXPECTATIONS	EXEMPLARY
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### SAFE & SUPPORTIVE CULTURE & CLIMATE

BASIC ELEMENTS			
Staff are familiar with SFUSD Safe and Supportive Schools Policy.			
Site Coordinator is an active member on the school's RTI and/or SAP team.			
Site Coordinator builds relationships and collaborates with student support staff (e.g., Social Worker, RSP) and families.			
Proactive behavior policies and procedures are designed to be restorative, not punitive, and are shared with students and families.			

BASIC ELEMENTS			
Site's Balanced Score Card is utilized to inform priority program areas and alignment with key instructional strategies.			
At least one designated Academic Liaison is identified and their work plan is structured to support QAP goals.			
Expectations of academic and homework times are clearly communicated to families, school, and students.			
Staff have a formal system to access homework assignments and curriculum.			
Staff communicate with school day teachers to customize academic & behavioral supports after school.			

## BASIC ELEMENTS ASSESSMENT, CONTINUED

	EMERGING	MEETS EXPECTATIONS	EXEMPLARY
<b>HEALTHY ACTIVE YOUTH</b>			
<b>BASIC ELEMENTS</b>			
Organization aligns with the guidelines of <i>be well. do well</i> —SFUSD Wellness Policy.			
All staff participate in training that supports wellness policy guidelines.			
All staff understand the importance of being active and eating healthy.			
Students and families have voice in creating and maintaining a healthy after school culture.			
Cooking classes follow the SFUSD Student Nutrition Cooking Guidelines.			
Staff develop opportunities for students to learn about healthy food options through hands-on practices i.e., food preparation, grocery shopping, and gardening.			

## BASIC ELEMENTS ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
STRONG SYSTEMS & STRUCTURES				
BASIC ELEMENTS				
ADMINISTRATION & ORGANIZATION	CBO supports quality utilizing ExCEL's QAP process.			
	Site maintains compliant attendance tracking and registration systems, including timely submissions of required reports.			
	Site and CBO understand funding requirements and maintain finances according to related compliance guidelines.			
	Safety plans and procedures are documented and practiced by staff.			
COORDINATION & FAMILY PARTNERSHIP	Program Manager, Site Coordinator, Academic Liaison, and Principal meet regularly to discuss program progress and priorities, including family partnership goals.			
	Site Coordinator participates in Family Partnership planning team, school site leadership meetings & faculty meetings			
	Site team strategically coordinates resources and develops community & family partnerships that support student success.			
	Families are connected to after school program goals and student progress through family orientation meetings, written communications, and regular staff interactions.			
	Site conducts outreach to students and families using family home languages and through multiple formats including email, newsletters, signs, etc.			
STAFFING & PROFESSIONAL DEVELOPMENT	CBO intentionally supports staff practice through individual supervision and effective weekly staff meetings.			
	Staff absences and substitutes are handled through an effective process.			
	CBO conducts trainings to support staff professional development.			
	Staff actively participate and take advantage of trainings and supports offered by ExCEL.			

## BASIC ELEMENTS ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION				
BASIC ELEMENTS				
QUALITY PROGRAM DESIGN	Weekly program schedule meets grant requirements and is intentionally designed to address the specific needs of our school community.			
	Student level data is utilized to support program design, targeted interventions, and track student progress.			
	Learning activities are engaging and build upon student interests.			
INTENTIONAL LEARNING STRATEGIES	CBO utilize a growth mindset approach for training and supporting staff members.			
	All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, selfmanagement and social awareness.			
	Staff model SEL skills and develop activities to build these skills.			
	SEL skills are integrated into the content and format of program activities.			
	Staff build their own skills to assist students in identifying and/or managing emotions.			
	Staff engage in practices that support development of empathy.			
	Staff integrate opportunities to solve problems into the program activities.			
	Mindful awareness activities are included in program offerings.			
YOUTH DEVELOPMENT, VOICE, & LEADERSHIP	Opportunities for student choice are evident in program-level and activity-level decisions about content and process.			
	Student voice is incorporated into program activities and planning.			
	Program activities result in a culminating project or performance showcase for families and community.			

# ATTENDANCE COMPLIANCE REVIEW

## ELEMENTARY SCHOOL VERSION (FOR MILE MARKER #2)



SUBMIT INTO EMS BY 3/6/20

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

FEBRUARY 3-7, 2020			ATTENDANCE DOCUMENTATION				
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.		
			YES	NO	TIME IN	CHECK MARK	TIME OUT
3/3/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/4/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/5/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/6/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/7/20			<input type="checkbox"/>	<input type="checkbox"/>			
Total missing items per week							

Total # of missing Early Release Codes this week:

Early release policy consistently (fewer than 5 discrepancies) implemented using codes:

☐ YES ☐ NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

### ON-SITE ATTENDANCE DOCUMENT REVIEW

Update since last review

ITEMS FIXED FROM LAST COMPLIANCE REVIEW:

Compliance items that still need technical assistance:

☐ Attendance matching

☐ Time in/out

☐ Other:

☐ Early release codes

☐ Check Mark

COMPLIANCE REVIEW NOTES:

# ATTENDANCE COMPLIANCE REVIEW

## MIDDLE SCHOOL VERSION (FOR MILE MARKER #2)



SUBMIT INTO EMS BY 3/6/20

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

FEBRUARY 3-7, 2019			ATTENDANCE DOCUMENTATION				
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.		
			YES	NO	TIME IN	CHECK MARK	TIME OUT
3/3/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/4/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/5/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/6/20			<input type="checkbox"/>	<input type="checkbox"/>			
3/7/20			<input type="checkbox"/>	<input type="checkbox"/>			
Total missing items per week							

Total # of missing Early Release Codes this week:

Early release policy consistently (fewer than 5 discrepancies) implemented using codes:

☐ YES ☐ NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

### ON-SITE ATTENDANCE DOCUMENT REVIEW

Update since last review

ITEMS FIXED FROM LAST COMPLIANCE REVIEW:

Compliance items that still need technical assistance:

☐ Attendance matching

☐ Time in/out

☐ Other:

☐ Early release codes

☐ Check Mark

COMPLIANCE REVIEW NOTES:



# ATTENDANCE COMPLIANCE REVIEW

## HIGH SCHOOL VERSION (FOR MILE MARKER #2)



**SUBMIT INTO EMS BY 3/7/20**

DATE	SITE/CBO
REVIEWED BY PM	SITE COORDINATOR

FEBRUARY 3-7, 2019			ATTENDANCE DOCUMENTATION			
DATE	TOTAL IN EMS	TOTAL ON HARD COPY	Required sign in/out forms used?		Indicate the number of missing items each day.	
			YES	NO	TIME IN	CHECK MARK
3/3/20			<input type="checkbox"/>	<input type="checkbox"/>		
3/4/20			<input type="checkbox"/>	<input type="checkbox"/>		
3/5/20			<input type="checkbox"/>	<input type="checkbox"/>		
3/6/20			<input type="checkbox"/>	<input type="checkbox"/>		
3/7/20			<input type="checkbox"/>	<input type="checkbox"/>		
Total missing items per week						

Required number of program hours are met: 15 hours/week?

☐ YES ☐ NO

COMPLIANCE ISSUE(S)	NEXT STEPS	TARGET DATE

### ON-SITE ATTENDANCE DOCUMENT REVIEW

*Update since last review*

ITEMS FIXED FROM LAST COMPLIANCE REVIEW:

Compliance items that still need technical assistance:

☐ Attendance matching

☐ Check Mark

☐ Time in

☐ Other:

COMPLIANCE REVIEW NOTES:

# REFLECT & PLAN SUMMARY

2019-2020



SUBMIT INTO E-QAP

School Site:

Present for Discussion:

Windows:

☐ Safe & Supportive Culture & Climate ☐ Healthy Active Youth ☐ Teaching & Learning

What has worked well this year?

Where are the gaps?

What are our priorities moving forward?

Recommendations/proposed plans for 2020-2021:

Additional notes/budget implications:

# REFLECT & PLAN SUMMARY

2019-2020



SUBMIT INTO E-QAP

School Site:

Present for Discussion:

Wheels:

☐ **Strong Systems and  
Structures**

☐ **Intentional Program  
Design**

What has worked well this year?

Where are the gaps?

What are our priorities moving forward?

Recommendations/proposed plans for 2020-2021:

Additional notes/budget implications:

**TRANSFORM (V):**  
**TO CHANGE**  
**SYSTEMS AND**  
**STRUCTURES**  
**THROUGH**  
**INNOVATIONS**  
**THAT LEAD TO**  
**EDUCATIONAL**  
**EQUITY AND**  
**EXCELLENCE FOR**  
**ALL STUDENTS.**