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BASELINE ASSESSMENT

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ASSESSMENT
AUGUST 2018



SUBMIT INTO SALESFORCE BY 8/3/18

PURPOSE To ensure that sites have a clear sense of what is working well in their programs, as well as identify areas for growth.

To provide a clear definition of the five program components within the bus.

WHY THIS IS IMPORTANT Our goal is to provide a common definition of a high quality program, aligned to ExCEL's Theory of Action and SFUSD's strategic plan. By using this self-reflection tool, we will ensure consistent analysis across sites of what constitutes a strong after school program.

WHAT SITE COORDINATORS WILL DO Sites will read through each section of the Program Self-Assessment tool (three windows and two wheels) and rate each line item as one of the following:

- Emerging
- Meets Expectations
- Exemplary

TOOL Program Self-Assessment (Mobile Friendly)

HOW TO SUPPORT THIS PROCESS

1. **Calendar** the due date.
2. **Understand that the assessment** of each line item should reflect an average of all site staff. *For example, for the line item: "Staff use community building practices on a daily basis to intentionally build relationships with students," if two staff do this consistently and one staff is brand new and struggling, they may mark this as "meets expectations."*
3. **Debrief** the process using the following questions:
 - **How was it to fill out this Program Self-Assessment tool?**
 - **Which line items were most difficult to fill out?**
 - **Based on your completed assessment tool, what are the biggest challenges at your site?**
4. **Reflect on how to best respond. Ask:**
 - **Can I build a system or offer support to alleviate these challenges?**

WHAT HAPPENS NEXT?

Sites will enter Program Self-Assessments into Salesforce. The data analysis from the Program Profiles and Program Self-Assessments will help inform the Goal Setting Meetings!

PROGRAM SELF-ASSESSMENT 2018-2019

SUBMIT INTO SALESFORCE (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.		

Total the number of check marks for each column.

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PROGRAM SELF-ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
HEALTHY ACTIVE YOUTH				
BASIC ELEMENTS				
	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.			
BEST PRACTICES				
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.			
<i>Total the number of check marks for each column.</i>				

PROGRAM SELF-ASSESSMENT, CONTINUED

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
TEACHING AND LEARNING (TL)				
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.				
BEST PRACTICES				
GOAL: POSITIVE STRUCTURED ENVIRONMENT FOR HOMEWORK SUPPORT	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.			
GOAL: S.E.I. SKILL-BUILDING	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.			
<i>Total the number of check marks for each column.</i>				

PROGRAM SELF-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 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 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.			
<i>Total the number of check marks for each column.</i>				

PROGRAM SELF-ASSESSMENT, CONTINUED

INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION

		EMERGING	MEETS EXPECTATIONS	EXEMPLARY
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.			
<i>Total the number of check marks for each column.</i>				

PROGRAM SELF-ASSESSMENT, CONTINUED

PROGRAM SELF-ASSESSMENT PRIORITIES

Create your site's own PROGRAM SELF ASSESSMENT PRIORITIES DASHBOARD by listing the number of check marks in each column.

PROGRAM SELF-ASSESSMENT TOTALS BY CATEGORY

	EMERGING	MEETS EXPECTATIONS	EXEMPLARY
SAFE & SUPPORTIVE CULTURE & CLIMATE			
HEALTHY ACTIVE YOUTH			
TEACHING & LEARNING			
STRONG SYSTEMS & STRUCTURES			
INTENTIONAL PROGRAM DESIGN			

QUESTIONS FOR REFLECTION

1. Which items are strengths of your program?

2. Which items you are interested in working on?

3. What are some ideas you have for improving quality in your after school program?