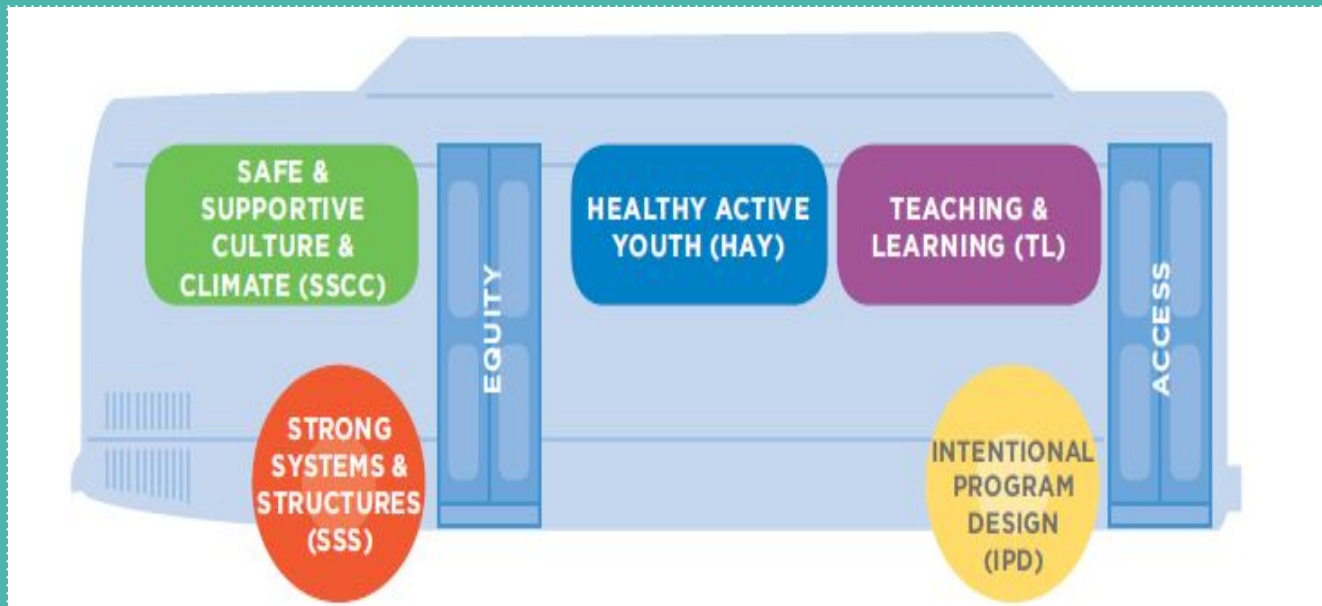




WELCOME

ExCEL Program Manager Meeting

February 6, 2020



SFUSD Norms



SFUSD Norms	Braver Norms
Keep equity at the center for students and adults	Keep liberation for the oppressed at the center
Be engaged and present	Be part of the solution towards liberation
Be part of the solution	Be present and comfortable in discomfort

Hopes & Dreams!

Practical Outcomes

- Reflect on your own learning approach and how that informs your work
- Analyze QAP Mile Marker data
- Assess your team's strategic actions and share promising practices with colleagues

Experiential Outcomes

- Continue to work on building mastery in our work as Warm Demanders
- Use personal/professional reflection as guidance
- Feel heard and valued
- Learn from and share with peers

Options during the meeting

Work Zone

Conference room next to Hall of Culture - tables to work on computer/email/phone calls.

Questions? Please add to the Parking Lot

Parking Lot 2-6-2020

AGENDA

TOPIC	TIMING
Welcome & Logistics Agenda Announcements	15 minutes
Mindfulness Moment	5 minutes
Peer Learning Community Part 1: Leaders as Learners	20 minutes
Peer Learning Community Part 2: Leading for Change- Mile Marker data & Strategic Actions	45 minutes
Open Space	25 minutes
Reflection & Closing	10 minutes

ANNOUNCEMENTS

What: SFUSD SEL/Culture Climate Survey are out

When: February 3 surveys are out

Deadline:

February 19- Student and Staff surveys must be complete. Family surveys in hard copy are due (no exceptions).

March 13- Online Family surveys must be complete.

How can Afterschool Program support this process? Please reach out to your principal to see how after school can support the family/ student survey collection.

How this impacts after school: The SEL/Culture Climate Survey data is used to create the program profiles for each afterschool program. Afterschool programs that support the coordination of the survey collection have a larger amount of data from students and families.

ANNOUNCEMENTS: UPCOMING PD

- **Raise the Room Leadership Circle
(Berkeley)**
- **Region 4 Middle/High School Summit!
(San Leandro)**
- **Statewide Site Coordinator Symposium
(Fresno)**

Raise the Room Leadership Circle

EVENT DETAILS

These small-group circles are a professional learning community for practitioners and leaders who would like to build stronger facilitation skills.

To apply, click [here](#).

Location: CalSAC, 1918 University Avenue, Berkeley

Dates/Times: (Fridays) from 9am – 11am

- February 14
- March 13
- April 24
- May 15

LINK: <https://evajomeyers.com/workshops/>

<https://mshs1920.busyconf.com/bookings/new>



California Statewide Site Coordinator Symposium February 14 -15 in Fresno

[California Site Coordinator Symposium Registration](#)

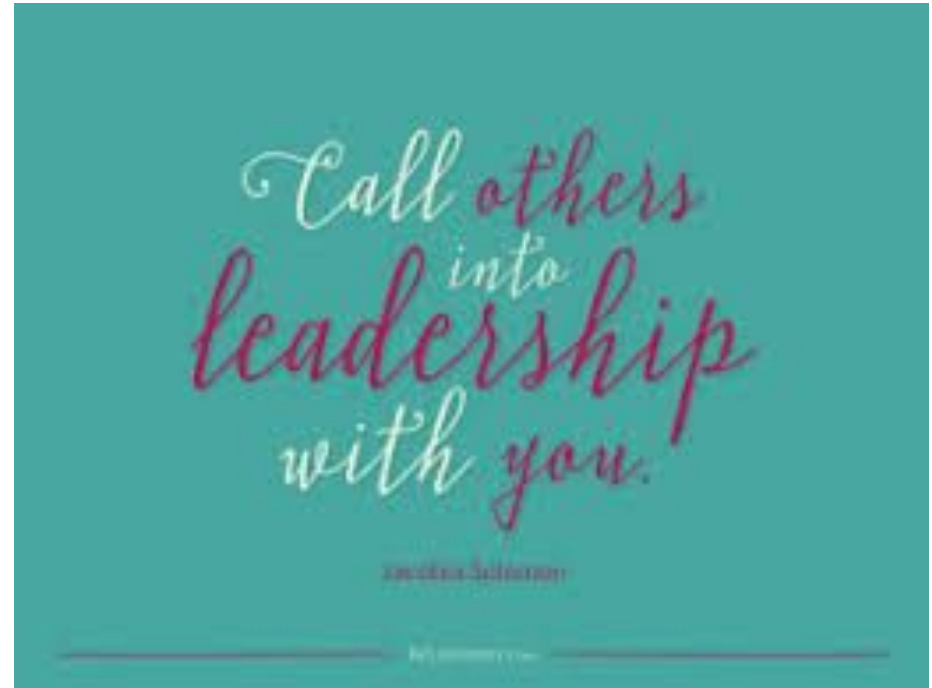


Mindfulness moment



**Leading Change:
Start with yourself
and your own journey
for life-long learning**

- **SELF**
- **TEAM**
- **PROGRAMS FOR STUDENTS**





LEADERS
NEVER
STOP
LEARNING.

© 2013 TED

Being an independent learner: Leader as learner

1. What kind of learner were you as a child?
2. What have you discovered about how you learn as an adult? What has carried over from childhood? What is new?

The Dependent Learner	The Independent Learner
<ul style="list-style-type: none">• Is dependent on the teacher to carry most of the cognitive load of a task always• Is unsure of how to tackle a new task• Cannot complete a task without scaffolds• Will sit passively and wait if stuck until teacher intervenes• Doesn't retain information well or "doesn't get it"	<ul style="list-style-type: none">• Relies on the teacher to carry some of the cognitive load temporarily• Utilizes strategies and processes for tackling a new task• Regularly attempts new tasks without scaffolds• Has cognitive strategies for getting unstuck• Has learned how to retrieve information from long-term memory

Dependent Learner Characteristics vs. Independent Learner

Being an independent learner: Leader as learner

Based on your own experiences and the chart, how will you use this information to inform your role as a program manager.

1. What can you do to support your own learning this semester?
2. What ideas & strategies do you have to support your team as learners?

Pausing to improve



Mile Marker #1: Across ExCEL Sites

What we're seeing in the data across ExCEL sites- sorted by grade level-

Basic Elements

- **Areas of Strength**
- **Areas in need of attention**
- **What should we prioritize?**
- **What questions do we have?**
- **Strategic Actions we plan to take**

STRENGTHS

Elementary	HAY	Staff understand the importance of being active and eating healthy.	3.63
	SSCC	Site Coordinator builds relationships & coordinates with support staff	3.95
	IPD	CBO utilizes a growth mindset approach for training & supporting staff.	3.65

K-8	T&L	At least 1 Academic Liaison is identified with a work plan aligned to QAP goals	4.3
	HAY	Staff understand the importance of being active and eating healthy.	4.33
	SSCC	Site Coordinators build relationships & coordinates with support staff	3.67

STRENGTHS:

Middle School	SSCC	Site Coordinator builds relationships & coordinates with support staff	4.07
	IPD	Learning activities are engaging & build upon student interests	3.61
	IPD	Weekly program schedule meets grant reqs & is intentionally designed to address the specific needs of the school community.	3.92

High School	T&L	Staff communicate with school-day teachers to customize after school supports.	3.92
	HAY	Staff understand the importance of being active and eating healthy.	3.77
	SSCC	Site Coordinator builds relationships & coordinates with support staff	4.07

AREAS IN NEED OF ATTENTION

SAFE & SUPPORTIVE CULTURE & CLIMATE	Staff are familiar with SFUSD Safe and Supportive Schools Policy.
Elementary	2.68
K-8	2.67
Middle School	2.54
High School	Nothing less than a 3 (3.61)

AREAS IN NEED OF ATTENTION

INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION	All staff are familiar with the 4 SEL Competencies
Elementary	2.71
K-8	2.33
Middle School	2.23
High School	3.4

WHAT WILL EXCEL DO WITH THIS INFORMATION

- **Ask more questions**
- **Communicate with CBOs to clarify partner efforts in these areas**
- **Determine what our role is: What can we do?**
- **Explore opportunities to refresh and revisit content on SEL and SSCC in a more organized and intentional way**

Basic Elements- Elementary- Averages below 3

INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION	INTENTIONAL LEARNING STRATEGIES	All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, self-management and social awareness.	2.71
		Mindful awareness activities are included in program offerings.	2.85
		SEL skills are integrated into the content and format of program activities.	2.71
		Staff model SEL skills and develop activities to build these skills.	2.93
	QUALITY PROGRAM DESIGN		Nothing under 3
	YOUTH DEVELOPMENT, VOICE & Leadership	Opportunities for student choice are evident in program-level and activity- level decisions about content and process.	2.96
		Student voice is incorporated into program activities and planning.	2.85
STRONG SYSTEMS & STRUCTURES	ADMINISTRATION & ORGANIZATION		Nothing under 3
	COORDINATION & FAMILY PARTNERSHIP	Site Coordinator participates in Family Partnership planning team, school site leadership meetings and faculty meetings.	2.78

Basic Elements- Elementary- Averages below 3

TEACHING AND LEARNING	Site's Balanced ScoreCard is utilized to inform priority program areas and alignment with key instructional strategies.	2.58
	Staff have a formal system to access homework assignments and curriculum.	2.82
HEALTHY ACTIVE YOUTH	All staff participate in training that supports wellness policy guidelines.	2.86
	Students and families have a voice in creating and maintaining a healthy after school culture.	2.61
SAFE & SUPPORTIVE CULTURE & CLIMATE	Staff are familiar with SFUSD Safe and Supportive Schools Policy.	2.68

Basic Elements- K-8- Averages below 3

INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION	INTENTIONAL LEARNING STRATEGIES	All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, self-management and social awareness.	2.33
		CBO staff personally exhibit and foster in others the competencies of a Warm Demander.	2.67
		Mindful awareness activities are included in program offerings.	2.00
		SEL skills are integrated into the content and format of program activities.	1.33
		Staff build their own skills to assist students in identifying and/or managing emotions.	2.33
		Staff engage in practices that support development of empathy.	2.67
		Staff integrate opportunities to solve problems into the program activities.	2.67
		Staff model SEL skills and develop activities to build these skills.	2.00
	QUALITY PROGRAM DESIGN	Student level data is utilized to support program design, targeted interventions, and track student progress.	2.33
	YOUTH DEVELOPMENT, VOICE, & LEADERSHIP	Program activities result in a culminating project or performance showcase for families and community.	2.67

Basic Elements- K-8- Averages below 3

STRONG SYSTEMS & STRUCTURES	ADMINISTRATION & ORGANIZATION		nothing below 3
	COORDINATION & FAMILY PARTNERSHIP	Site Coordinator participates in Family Partnership planning team, school site leadership meetings and faculty meetings.	2.00
		Site team strategically coordinates resources and develops community partnerships support student success.	2.67
	STAFFING & PROFESSIONAL DEVELOPMENT	Staff actively participate and take advantage of trainings and supports offered by ExCEL.	2.67

Basic Elements- K-8- Averages below 3

TEACHING AND LEARNING	Site's Balanced ScoreCard is utilized to inform priority program areas and alignment with key instructional strategies.	1.67
HEALTHY ACTIVE YOUTH	Students and families have a voice in creating and maintaining a healthy after school culture.	2.33
SAFE & SUPPORTIVE CULTURE & CLIMATE	Proactive behavior policies and procedures are designed to be restorative, not punitive, and are shared with students and families.	2.67
	Staff are familiar with SFUSD Safe and Supportive Schools Policy.	2.67

Basic Elements- Middle- Averages below 3

INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION	INTENTIONAL LEARNING STRATEGIES	All staff are familiar with the four competencies of SEL: growth mindset, self-efficacy, self-management and social awareness.	2.23
		CBO staff personally exhibit and foster in others the competencies of a Warm Demander.	2.54
		Mindful awareness activities are included in program offerings.	2.38
		SEL skills are integrated into the content and format of program activities.	2.54
		Staff build their own skills to assist students in identifying and/or managing emotions.	2.85
		Staff integrate opportunities to solve problems into the program activities.	2.38
	QUALITY PROGRAM DESIGN		Nothing under 3
YOUTH DEVELOPMENT, VOICE, & LEADERSHIP	Opportunities for student choice are evident in program-level and activity-level decisions about content and process.	2.69	
	Program activities result in a culminating project or performance showcase for families and community.	2.38	

Basic Elements- Middle- Averages below 3

STRONG SYSTEMS & STRUCTURES	ADMINISTRATION & ORGANIZATION		Nothing under 3
	COORDINATION & FAMILY PARTNERSHIP	Families are connected to after school program goals and student progress through family partnership meetings, written communications, and regular family-staff interactions.	2.23
		Site conducts outreach to students and families using family home languages and through multiple formats including email, newsletters, signs, etc.	2.85
	STAFFING & PROFESSIONAL DEVELOPMENT	Staff actively participate and take advantage of trainings and supports offered by ExCEL.	2.69

Basic Elements- Middle- Averages below 3

TEACHING AND LEARNING	Site's Balanced ScoreCard is utilized to inform priority program areas and alignment with key instructional strategies.	2.69
	Staff communicate with school day teachers to customize academic & behavioral supports after school.	2.69
	Staff have a formal system to access homework assignments and curriculum.	2.85
HEALTHY ACTIVE YOUTH	All staff participate in training that supports wellness policy guidelines.	2.85
	Students and families have a voice in creating and maintaining a healthy after school culture.	2.23
SAFE & SUPPORTIVE CULTURE & CLIMATE	Staff are familiar with SFUSD Safe and Supportive Schools Policy.	2.54

Basic Elements- High School- Averages below 3

INTENTIONAL PROGRAM DESIGN & IMPLEMENTATION	INTENTIONAL LEARNING STRATEGIES	Mindful awareness activities are included in program offerings.	2.73
	QUALITY PROGRAM DESIGN	Student level data is utilized to support program design, targeted interventions, and track student progress.	2.87
	YOUTH DEVELOPMENT, VOICE, & LEADERSHIP	Program activities result in a culminating project or performance showcase for families and community.	2.47
STRONG SYSTEMS & STRUCTURES	ADMINISTRATION & ORGANIZATION		nothing under 3
	COORDINATION & FAMILY PARTNERSHIP	Families are connected to after school program goals and student progress through family partnership meetings, written communications, and regular family-staff interactions.	2.20
		Site conducts outreach to students and families using family home languages and through multiple formats including email, newsletters, signs, etc.	1.93
		Site Coordinator participates in Family Partnership planning team, school site leadership meetings and faculty meetings.	2.73
	STAFFING & PROFESSIONAL DEVELOPMENT		nothing

Basic Elements-High School- Averages below 3

TEACHING AND LEARNING	Site's Balanced ScoreCard is utilized to inform priority program areas and alignment with key instructional strategies.	2.85
HEALTHY ACTIVE YOUTH	All staff participate in training that supports wellness policy guidelines.	2.69
	Cooking classes follow the SFUSD Student Nutrition Cooking Guidelines.	2.69
	Organization aligns with the guidelines of be well. do well--SFUSD Wellness Policy.	2.85
	Staff develop opportunities for students to learn about healthy food options through hands-on practices (e.g., food preparation, grocery shopping, and gardening).	2.69
SAFE & SUPPORTIVE CULTURE & CLIMATE		nothing under 3

Basic Elements Review of Data

1. What stands out to you?
2. What questions do you have about items to explore root issues?
3. How might strengthening and reinforcing these Basic Elements support Best Practices at the sites?

Strategic Actions: Looking at the E-QAP

- Review your sites' proposed Strategic Actions?
- Are they documenting their progress?
- How are you supporting your sites with these efforts?
- What will be important steps for you to take this semester to support this work?
- Are there any modifications or additional Basic Elements that you would like to take action on?

Please share any final Thoughts on QAP journey to date-

OPEN SPACE



Provides an opportunity to share and learn from others on topics that are most relevant to your work.

Do I need to present anything when I convene a topic? No

As a convener you:

- Select a convening location
- Start the conversation with a 20 second recap of why you convened this topic
- Let the discourse begin!
- There will be 20 minutes to convene the topic

Art from Ida B. Wells High School
SFUSD archives

REFLECTION & CLOSING



Best Practices- Elementary- Averages below 3

<p>Drinking water is promoted, beyond facility water fountains, to ensure that all students have easy access and understand its importance.</p>	<p>Students have easy access to water beyond facility water fountain in order to promote drinking water (e.g. water coolers, infused water) (HAY1B)</p>	<p>2.74</p>
<p>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)</p>	<p>Activity breaks are embedded into programming (e.g. Touch 3 things, Walk and Talk) (HAY2B)</p>	<p>2.09</p>
<p>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)</p>	<p>Activity breaks are embedded into programming (HAY2B)</p>	<p>2.36</p>
<p>Staff incorporate debrief/ reflection opportunities to help students synthesize learning. (SE)</p>	<p>Staff incorporate debrief/reflection opportunities to help students synthesize learning (TL2E)</p>	<p>2.93</p>
<p>Staff intentionally group students within activities to maximize learning. (SE)</p>	<p>Students are intentionally grouped within activities to maximize learning (whole group, small group) (TL2C)</p>	<p>2.96</p>
<p>Leadership opportunities are provided for students according to their age, appropriate developmental needs and strengths (SE)</p>	<p>Students have age-appropriate leadership roles (TL2G)</p>	<p>2.94</p>
<p>Staff use community building practices to intentionally build relationships with students. (SA)</p>	<p>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, checkins, team</p>	<p>2.74</p>

Best Practices- Middle- Averages below 3

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)	Activity breaks are embedded into programming (HAY2B)	1.46
Staff encourage healthy eating by building community and encouraging students to eat together.	Students have easy access to water beyond facility water fountain in order to promote drinking water (e.g. water coolers, infused water) (HAY1B)	2.23
Staff incorporate debrief/ reflection opportunities to help students synthesize learning. (SE)	Staff incorporate debrief/reflection opportunities to help students synthesize learning (TL2E)	2.54
Staff support skill-building by breaking difficult tasks into smaller steps. (SE)	Staff support skill building by breaking difficult tasks into smaller steps (TL2D)	2.62
Staff ask open-ended questions to encourage critical thinking. (GM)	Staff ask open-ended questions to encourage critical thinking and reflection (TL2B)	2.69
Staff support growth mindset through language and encouragement. (GM)	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)	2.54
Staff intentionally group students within activities to maximize learning. (SE)	Students are intentionally grouped within activities to maximize learning (whole group, small group) (TL2C)	2.69
Leadership opportunities are provided for students according to their age, appropriate developmental needs and strengths (SE)	Students have age-appropriate leadership roles (TL2G)	1.82

Best Practices- Middle- Averages below 3

<p>Staff use community building practices to intentionally build relationships with students. (SA)</p>	<p>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)</p>	<p>2.54</p>
<p>Program uses the visual behavior matrix from the school day, or one aligned with school day expectations. (SM)</p>	<p>There is a visual behavior matrix visible to students (SSCC2D)</p>	<p>2.95</p>
<p>Staff develop and utilize a progressive response to challenging behavior. (SM)</p>	<p>Staff engage progressive response system (e.g. PROMPT) to address disruptive behaviors and/or prevent challenging behaviors (SSCC2E)</p>	<p>2.73</p>
<p>Staff consistently utilize proactive positive strategies to get students' attention and manage group behavior. (SM)</p>	<p>Staff utilize consistent proactive positive strategies to get students attention and manage group behavior (SSCC2B)</p>	<p>2.90</p>
<p>After school expectations are taught, modeled, and reinforced on a regular basis. (SM)</p>	<p>Staff review behavior expectations/learning agreements at the beginning of the session (SSCC2A)</p>	<p>2.74</p>

Best Practices- K-8- Averages below 3

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)	Activity breaks are embedded into programming (e.g. Touch 3 things, Walk and Talk) (HAY2B)	1.67
Drinking water is promoted, beyond facility water fountains, to ensure that all students have easy access and understand its importance.	Students have easy access to water beyond facility water fountain in order to promote drinking water (e.g. water coolers, infused water) (HAY1B)	2.33
Staff ask open-ended questions to encourage critical thinking. (GM)	Staff ask open-ended questions to encourage critical thinking and reflection (TL2B)	2.33
Staff incorporate debrief/ reflection opportunities to help students synthesize learning. (SE)	Staff incorporate debrief/reflection opportunities to help students synthesize learning (TL2E)	1.33
Staff support skill-building by breaking difficult tasks into smaller steps. (SE)	Staff support skill building by breaking difficult tasks into smaller steps (TL2D)	2.50
Staff support growth mindset through language and encouragement. (GM)	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)	2.50
Staff intentionally group students within activities to maximize learning. (SE)	Students are intentionally grouped within activities to maximize learning (whole group, small group) (TL2C)	2.67
Leadership opportunities are provided for students according to their age, appropriate developmental needs and strengths (SE)	Students have age-appropriate leadership roles (TL2G)	2.44
Staff use community building practices to intentionally build relationships with students. (SA)	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, checkins, team building activities) (SSCC1A)	2.67

Best Practices- High School- Averages below 3

<p>Drinking water is promoted, beyond facility water fountains, to ensure that all students have easy access and understand its importance.</p>	<p>Students have easy access to water beyond facility water fountain in order to promote drinking water (e.g. water coolers, infused water) (HAY1B)</p>	<p>2.87</p>
<p>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)</p>	<p>Intentional practices to decrease sedentary behavior are observed (HAY2B)</p>	<p>2.87</p>
<p>Staff intentionally group students within activities to maximize learning. (SE)</p>	<p>Students are intentionally grouped within activities to maximize learning (whole group, small group) (TL2C)</p>	<p>2.60</p>
<p>Leadership opportunities are provided for students according to their age, appropriate developmental needs and strengths (SE)</p>	<p>Students have age-appropriate leadership roles (i.e. peer tutors, club leads, committee ambassadors, etc) (TL2G)</p>	<p>2.87</p>
<p>Staff use community building practices to intentionally build relationships with students. (SA)</p>	<p>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)</p>	<p>2.20</p>
<p>Staff use community building practices to intentionally build relationships with students. (SA)</p>	<p>Students have opportunities to participate in a community building activity (e.g. temperature checks, circle question, Restorative Practices "sandwich" method to discuss a topic)</p>	<p>2.07</p>