Goals of Presentation

• **Quality**: Overview of the ExCEL Quality Action Plan

• **Quantity**: Brief update progress on the After school for All Resolution
ExCEL Theory of Action – page 5

DATA DRIVEN to inform development of QAP & Measure outcomes
- Self-Assessment check list
- Program Walk-Through
- Program profile

QAP- intentional program design to achieve the direct positive benefits

YOUth WHO REGULARLY PARTICIPATE IN...

- a high quality program that has a foundation of:
  STRONG SYSTEMS & STRUCTURES

INTENTIONAL PROGRAM DESIGN

to ensure a
SAFE & SUPPORTIVE
CULTURE & CLIMATE

that supports
HEALTHY ACTIVE YOUTH

and offers
ACADEMIC SUPPORT
ALIGNED WITH THE
SCHOOL DAY

WILL HAVE DIRECT POSITIVE BENEFITS SUCH AS.....

- Contributing to the positive School Culture & Climate
- Exhibiting New/improved skills and experiences (SEL growth mindset and self-efficacy)
- Developing strong relationships with peers and adults (SEL social awareness & School Culture & Climate)
- Exhibiting Improved academic behaviors (SEL—SEL self-management)
- Increased School engagement
- Practicing Healthy choices & Behaviors (CDE)

AND MAY ALSO EXPERIENCE OTHER POSITIVE OUTCOMES

- English fluency
- Academic performance
- Increased SEL
- Increased Attendance
SFUSD ExCEL Quality Action Plan:

Implementing BEST PRACTICES for ExCEL After School Programs
Self Assessment

Bret Harte Elementary

6 SELF-ASSESSMENT CHECKLIST

Purpose: Excel. Site Coordinators will reflect on their program practices using this checklist of quality practices for after school programs.

Directions: Reflect on your program practices across the five areas of after-school program quality. 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 discussion between QAP Coach and Site Coordinator and to help in the GAF goals and 2) select professional development options that will best benefit the site.

SAFE & SUPPORTIVE CULTURE & CLIMATE

- Staff use community building practices on a daily basis to intentionally build relationships with students.
- Community building language is used by staff.
- Staff utilize consistent positive strategies to get students attention and manage group behaviors.

Bret Harte Elementary

SELF-ASSESSMENT CHECKLIST, CONTINUED

HEALTHY ACTIVE YOUTH

- All program staff is aware of the school’s SFUSD Wellness Guidelines.
- Our staff actively learns about creating and supporting healthy environments for youth.
- Staff use restorative approaches to support healthy eating behaviors.
- Staff utilize snack/supper time for healthy eating education and community building.
- All students have access to healthy eating options.
- All students have the opportunity to learn about healthy eating such as cooking clubs, gardening, etc.
- All students have access to drinking water.
- Our program provides positive messages about healthy eating through posters, pictures and books.
- All of our youth have an opportunity to participate in physical activity each day.
- Our program provides physical activities where youth are moderately to vigorously active for at least 50% of the physical activity time.
- Our program provides short physical activity breaks, encouraging students to be active when sitting for more than 30 minutes.
- Staff actively participate and encourage students to participate.
- Our program provides a variety of physical activity options that are fun, recreational and life-long learning opportunities (i.e. swimming, bicycling, jogging, dancing).

Sum the total number of check marks for each column. 3 11 0
Mapping Program Activities to the Tiered Framework

SAFE & SUPPORTIVE CULTURE & CLIMATE, CONTINUED

STEP 3: MAP YOUR SAFE AND SUPPORTIVE CULTURE & CLIMATE OFFERINGS TO THE TIERED FRAMEWORK

In the MTSS pyramid below, write in your after school program offerings/activities that fit into Tier 1, 2, or 3.

Tier 3: Intensive Supports

Tier 2: Targeted Strategies

Tier 1: Universal Supports for all students

QAP Binder pages 28-33
STEP 1: QUESTIONS FOR REFLECTION BASED UPON REVIEW OF DATA

1. What are the strengths of the academic offerings in your program?

2. Based on the data, what is working?

3. Where are there opportunities for improvement?

4. Which indicators are a priority to focus on?

5. How can our afterschool program implement strategies to intentionally support all youth?
STEP 2: QUESTIONS FOR SCHOOL PRINCIPAL

1. What are the school's primary academic goals?

2. Which academic resources might the school day integrate into afterschool?

3. Which academic resources might the afterschool program make available for the school day to leverage?

4. Which tier 2 and 3 students will be prioritized?

5. How does your after school program enrollment policy prioritize these students?

6. What strategy can your program offer this year to move the needle on achievement for these students?
QAP GOALS

ACADEMIC SUPPORT ALIGNED WITH THE SCHOOL DAY, CONTINUED

STEP 4: IDENTIFY YOUR ALIGNED ACADEMIC SUPPORT GOAL
Note: This information will be input into EMS for your GAP.
Based on your current program offerings and reflection of this section select a goal from the list below:
- To effectively use student-level data to support student academic progress in after school
- To strengthen communication and alignment between school day teachers and after school staff
- To strengthen homework supports for students
- To strengthen targeted supports for identified student groups
- To build student academic skills and mindset
- To expand credit recovery options for students (high school only)

This goal represents a strategy that is best aligned to: [ ] Tier One [ ] Tier Two [ ] Tier Three

My Action/Strategy to accomplish this goal is:

I will take the following steps this year to implement my action/strategy.
You can plan these steps with your GAP coach :-)

<table>
<thead>
<tr>
<th>STEPS</th>
<th>WHO IS RESPONSIBLE</th>
<th>BY WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

SUPPORT/RESOURCES
List the support and/or resources to be allocated for your action/strategy.

EXPECTED RESULTS
What impact will your strategy have? Indicate which result from the ExCEl Theory of Action your strategy will impact.
- Contributing to the positive school Culture & Climate
- Exhibiting new/improved skills and experiences (SEL, growth mindset and self-efficacy)
- Increased School engagement
- Other

IDEAS FOR ACTION
- Organize homework or study groups by grade level
- Use visual and tangible tools to assist students in monitoring homework/study progress
- Provide case management to support student progress on assignments and tests
- Coordinate tutoring systems
- Hold study skills workshops to reinforce academic skills
- Invite school day teachers/staff to provide targeted academic support

QAP Binder
- Safe & Supportive page 19
- Healthy Active Youth page 23
- Aligned Academic Support page 27
Participation in ExCEL ASP is associated with:

• increased days of school attended;
• decreased chronic absence rates
• increased grade point average (GPA) scores.
Chronic Absenteeism

• ExCEL participants are less likely to be chronically absent from school compared to their non-participant peers

• African American ExCEL participants have even lower rates of chronic absenteeism compared to their non-participant peers
**Attendance**

- Students who attend ExCEL attend more regular school days.
- On average, new ExCEL participants attended 2.16 more school days per year than they did the previous year before they joined ExCEL.
- High school participants attended 5.22 additional school days the year after they joined ExCEL.
Middle School & High School GPA

- New ExCEL participants at MS & HS grade levels achieved an average GPA increase of 0.384 (middle school) and 0.183 (high school) points compared to their GPA the previous year.

- New African American middle school ExCEL participants achieved an average GPA increase of .4 points compared to their GPA the previous year.
Fountas & Pinell

• When comparing ExCEL African American participants to each other, each extra day of ExCEL participation is associated with the student being 1.004 times more likely to demonstrate meeting or exceeding reading level expectations on the assessment.
Since last time (April 2014)

There are 26,058 students enrolled in K-5 Elementary Schools

- Increase of 53 students

378 more students enrolled in an after school program

325 less Students NOT enrolled

121 more students at School Sites

300 more students in Off-Site

20 fewer schools with Waiting Lists

1 - Number of students who desire after school enrollment is unknown

Expanded Collaborative for Excellence in Learning
FY 15-16 ExCEL Funding

Total FY 15-16 Funding - $16,015,000

- ASES Grant: $7,072,539
- 21st Century Grant: $2,175,405
- DCYF Matching Funds: $6,767,775

Total # of students enrolled: 9,950
## Progress to Date

<table>
<thead>
<tr>
<th>Task per Resolution</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Quality Guidelines</td>
<td>Quality Action plan implementation</td>
</tr>
<tr>
<td>Central On line application/enrollment system and On line payment system</td>
<td>Preliminary conversations; this may be folded into the District’s overall technology plan</td>
</tr>
<tr>
<td>Comprehensive information source</td>
<td>Information will be integrated into the comprehensive Services Inventory to be developed as part of Our Children Our Families initiative. A Citywide summer services inventory is being piloted in Spring 2016</td>
</tr>
</tbody>
</table>
# Progress to Date

<table>
<thead>
<tr>
<th>Task per Resolution</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop equitable co-payment structure</td>
<td>A Work group of the Expanded Learning Collaborative met six times and is preparing recommendations to present to the Superintendent’s Leadership Team.</td>
</tr>
<tr>
<td>Exploration of changing school start time</td>
<td>Ongoing conversation at District leadership level</td>
</tr>
<tr>
<td>Shared space agreement including consolidation of location of programs</td>
<td>This is being worked out on a school by school basis at programs where programs are expanding (Alvarado, Sunnyside for example)</td>
</tr>
</tbody>
</table>