

# Spring 2022 After School Program Quality Report

## Atwater High School

**Overall Rating: 2.61**

### Implementation Stages

The program was rated during an interview conducted in Spring of 2022 using the Quality Standards for Expanded Learning in California (2014 version). A three-point scaled rating system was applied to each of twelve quality standards to assess program quality. The rating system includes three stages of implementation:

Stage 3: Mature	Stage 2: Developing	Stage 1: Early
Stage of program development that demonstrates consistent use of recognized best practices working with high school and older youth and can serve as a model for other programs.	Stage of program development in which some recognized best practices for working with high school and older youth are present although there may be elements which could clearly be improved.	Stage of program development where there is no or very limited development of recognized best practices for working with high school and older youth.

	Quality Standard	Rating	Recommended Action
1	Safe and Supportive Environment	Stage 3-	<ul style="list-style-type: none"> <li>Develop additional methods of acknowledging positive behavior.</li> </ul>
2	Active and Engaged Learning	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
3	Skill Building	Stage 3-	<ul style="list-style-type: none"> <li>Implement formal college and career preparation activities as part of enrichment.</li> </ul>
4	Youth Voice and Leadership	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
5	Healthy Choices and Behavior	Stage 2+	<ul style="list-style-type: none"> <li>Incorporate additional nutrition curriculum into enrichment activities.</li> </ul>
6	Diversity, Access, and Equity	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
7	Quality Staff	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
8	Clear Vision, Mission, and Purpose	Stage 2+	<ul style="list-style-type: none"> <li>Set measurable goals for the program and track progress.</li> </ul>
9	Collaborative Partnerships	Stage 2+	<ul style="list-style-type: none"> <li>Develop community partnerships and formalize them with MOUs.</li> <li>Seek additional ways to engage parents and increase parent involvement.</li> </ul>
10	Continuous Quality Improvement	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
11	Program Management	Stage 3	<ul style="list-style-type: none"> <li>None.</li> </ul>
12	Sustainability	Stage 1	<ul style="list-style-type: none"> <li>Actively outreach and engage potential partners to sustain program services.</li> </ul>



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School Name: Atwater High School

Date of Site Lead Interview: February 18, 2022  
 Date of Associate Principal Interview: March 7, 2022

**1. Safe and Supportive Environment ..... Stage 3:- Mature**

<p>Safety and discipline</p>	<p>Health and safety procedures are aligned the regular school day, including fire drills, evacuation drills, lockdowns, and COVID protocols. The site lead reviews these procedures with staff members at staff meetings. The district provides a safety liaison who helps monitor the campus after school and backs up the tutors. All behavioral incidents are documented and handled at three levels, depending on the severity: (1) staff level, (2) site lead level, and (3) administration level. Parents may be contacted as well. Staff members are easily identifiable with staff shirts and ID badges.  <i>The Associate Principal reports that behavior expectations and discipline procedures for after school are the same as the regular school day. She does not have any safety concerns about the program.</i></p>
<p>Welcoming, supportive environment</p>	<p>The ASP currently serves approximately 10 students each day and has seven staff members. The ASP has a table at the Summer Round-up for incoming freshmen and at other events such as Back to School Night to connect with students and parents. Staff members welcome students by name, learn all students' names, and engage in conversations daily. Positive behaviors and accomplishments are acknowledged by "shout-out cards" and shout-outs on Instagram. Each club has a TA (tutor assistant) who is chosen as a reward for being a good example to other students.</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> <li>• Develop additional methods of acknowledging positive behavior.</li> </ul>

**2. Active and Engaged Learning..... Stage 3: Mature**

<p>Program activities</p>	<p>Hands-on enrichment activities include Game Room, Music, Anime, Folklorico, DIY, Photo Club, Cosmetics Club, Art, Weight Training, Basketball, and AIM (Action Inspire Motivation, leadership) Club. Tutorial is offered daily. Folklorico performs at various events throughout the year. The ASP held a Fall Carnival in October and plans for another culminating event in Spring. Anime Club took a field trip to an anime convention in January, and Folklorico is traveling to see a professional folklorico performance in Modesto in March.</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> <li>• None.</li> </ul>



## Spring 2022 After School Program Quality Report

### 3. Skill Building ..... Stage 3-: Mature

21 <sup>st</sup> Century Skills	Tutors submit lesson plans that follow the CTFF template and include Quality Standards and specific goals related to skill building (reading music, editing photos, etc.). The program promotes 21 <sup>st</sup> century skills including team-building (Anime and Art students collaborating on paintings), communication (Art and Cosmetics students presenting their work to peers), critical thinking (music theory in Music), creativity (artistic expression in DIY and Art), and use of technology (all students have school-issued Chromebooks, Photography students learn to use different types of cameras as well as photo-editing software).
Career preparation	Tutors help seniors individually with interview skills and resumes during Tutorial. Test preparation for the ASVAB (career aptitude) sometimes takes place during Tutorial. Students serve as TAs in clubs, helping tutors with various tasks. The Cosmetics Club plans to ask the Milan Institute to make a presentation.
College preparation	Tutors help seniors individually with college applications and FAFSA forms during tutorial. The site lead continues to look for a teacher to get the Hispanic Youth Leadership Academy running again. <i>The Associate Principal reports that Tutorial helps prepare students for college.</i>
Recommended action:	<ul style="list-style-type: none"> <li>• Implement formal college and career preparation activities as part of enrichment.</li> </ul>

### 4. Youth Voice and Leadership ..... Stage 3: Mature

Youth leadership team	The AIM Club (leadership team) is comprised of TAs from each club as well as any other students who want to voice opinions. They have weekly meetings on Tuesdays to discuss ideas and plan events. On Thursdays they help maintain and organize the Community Closet (donated clothes) on campus.
Youth input	There is an annual student interest survey to find out what students would like to see in the program. There is a year-end evaluation survey about how to improve the program. Student input also takes place via the AIM Club, Instagram comments, and informal conversations with staff members. <i>The Associate Principal reports that students provide the ideas for clubs and activities. She added that students are good at finding club advisors and getting them to agree to serve in the ASP.</i>
Community service	Students earn community service hours by serving as TAs (tutor assistants) in clubs and helping maintain the Community Closet on Thursdays. Students also help with the school's holiday food drives and clothing drives.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

## Spring 2022 After School Program Quality Report

**5. Healthy Choices and Behavior .....Stage 2+: Developing**

Nutrition	Nutrition and healthy eating choices are discussed in Weight Training and Basketball. Staff members model healthy eating and drinking water in front of students.
Physical activity	Weight Training (daily), Basketball (Friday), and Folklorico (Monday and Wednesday) provide opportunities for physical activity.
Recommended action:	<ul style="list-style-type: none"> <li>• Incorporate additional nutrition curriculum into enrichment activities.</li> </ul>

**6. Diversity, Access, and Equity ..... Stage 3: Mature**

Staff diversity	Staff demographics reflect the diversity of the students, and staff is comprised of the site lead and seven Teaching Fellows tutors. Four staff members are bilingual in Spanish, which helps communication with parents (especially at events like 8 <sup>th</sup> Grade Orientation). There are three male staff members.
Student recruitment and diversity	Tutors encourage students to bring friends to the program and advertise the program via word-of-mouth. Recruitment takes place through Instagram posts, posters on campus, fliers in English and Spanish on the website, and tables at lunchtime events (Club Rush, Food Fair, etc.). Counselors refer students for Tutorial. Program participants reflect the school's demographics.
Cultural awareness and relevance	Folklorico teaches cultural dance, and students perform at school events including Day of the Dead. Anime Club learns about Japanese culture. Leadership students create posters for cultural awareness during Black History Month and International Women's History Month to post in the clubs. Hispanic Youth Leadership Academy (HYLA) will return in the future when a teacher is found to lead it.
Support for English learners	The site lead reaches out to the ELD teacher to spread the word about bilingual tutorials. Bilingual tutors help English learners in Spanish in Tutorial and the Game Room. All program materials are posted in both English and Spanish. <i>The Associate Principal reports there are bilingual Spanish-speaking tutors available to assist English learners.</i>
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

## Spring 2022 After School Program Quality Report

**7. Quality Staff..... Stage 3: Mature**

Relationships with students	Staff members build trusting relationships and create bonds with students by asking them about their day and checking up on their social-emotional well-being. Students will often confide in staff members or ask them for advice. Staff members are very much in tune with students' personalities and notice when they are having a bad day or behaving unusually. Staff members serve as college-going role models, often wear college sweatshirts, and banners featuring the colleges attended by staff members are displayed in the ASP office. <i>The Associate Principal reports that the ASP staff members work "extremely well" with students. The only drawback is the high rate of turnover.</i>
Professional development	Staff members receive ongoing professional development through regular Saturday Academies (currently online). Additional training takes place at monthly staff meetings (information from the site liaison, lockdown drills, review from Saturday Academies, etc.).
Staff evaluation	The site lead conducts daily, informal walk-throughs of the program, and offers feedback to staff members as needed. There are formal evaluations twice per year for each staff member, using CTFF protocols, to discuss observations and areas to improve.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

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

Shared vision	The program mission statement (created with staff input) is communicated to the public through the website, brochures passed out at events (such as Back to School Night) and is posted in the ASP office. The site lead goals for the program this year include providing more community service opportunities for students, and to have leadership students take on more of the planning and budgeting responsibilities for the Spring event.
Recommended action:	<ul style="list-style-type: none"> <li>• Set measurable goals for the program and track progress.</li> </ul>

## Spring 2022 After School Program Quality Report

**9. Collaborative Partnerships .....Stage 2+: Developing**

Community partnerships	There are no formal community partnerships.
Partnership with school	<p>The site lead meets formally with the Assistant Principal twice per month, and informally daily (via e-mail or drop-in) to discuss the program. The administration is very supportive of the ASP and their primary focus is for the program is academic (to provide space for students to make up work). The daily Tutorial session helps reinforce what is being taught during the regular school day by helping students with homework. The site lead reports there is good communication between ASP staff and regular day teachers. She e-mails teachers, and they respond with Google classroom links to assist students who are struggling. Counselors will sometimes refer struggling students for one-on-one help in Tutorial.</p> <p><i>The Associate Principal's goal for the program is to keep students off the street and engaged in high-interest activities after school. They are always striving to add more clubs to attract students. The program began slowly this year coming back after COVID but has improved during the second semester. The Associate Principal reports that she meets in person weekly with the site lead and communicates daily via e-mail. She says the communication is "awesome". The tutors provide academic help in Tutorial and never turn any students away, but she had concerns about the content knowledge of some tutors in some subjects (such as high-level math).</i></p>
Partnership with families	<p>The administration posts program information on Parent Square at the direction of the site lead. Parents are invited to periodic culminating events but usually are unable to attend due to work hours. Contact information is posted on the program website and brochures, and parents can contact the site lead via e-mail or phone. The counselor often passes along messages from parents for the site lead to respond. Some parents leave comments or chat with ASP staff members through Instagram. Program information is posted on the website in English and Spanish.</p> <p><i>The Associate Principal reports the ASP actively uses Instagram, Twitter, and Parent Square to communicate with parents, and does as well as the regular school day.</i></p>
Recommended action:	<ul style="list-style-type: none"> <li>• Develop community partnerships and formalize them with MOUs.</li> <li>• Seek additional ways to engage parents and increase parent involvement.</li> </ul>

## Spring 2022 After School Program Quality Report

### 10. Continuous Quality Improvement..... Stage 3: Mature

Improvement plan	There is a plan for continuous quality improvement with action steps and a timeline, which is updated annually.
Staff involvement	The site lead goes over the 12 Quality Standards with the staff members, who are expected to know and understand them. The staff is aware of the CQI goals and help implement them with the students.
Use of data	The site lead has access to Aeries and can check grades and missing assignments. She uses it pro-actively to check students' grades to make sure they are on top of their academics before using the game room or being allowed to attend field trips.
Stakeholder feedback	Students provide feedback through the student interest survey, the year-end evaluation survey, the AIM Club, and informal discussions with staff members. Parents provide feedback through parent surveys, which are administered at the beginning and end of the year. There is an annual teacher survey as well.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

### 11. Program Management ..... Stage 3: Mature

Program plan	There is a documented program plan that contains policies and procedures, located in two binders.
Staff meetings	There are monthly staff meetings, which last for approximately one hour. Agenda topics include things to improve from during the week, attendance audits, review from trainings, updates, and other important information.
Attendance	Students sign themselves in and out of the program. Tutors input the attendance into the ERC system, and there are monthly cross-audits to protect against errors.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

### 12. Sustainability..... Stage 1: Early

Cultivation of support	This area remains to be developed.
Recommended action:	<ul style="list-style-type: none"> <li>• Actively outreach and engage potential partners to sustain program services.</li> </ul>