

Spring 2022 After School Program Quality Report

Buhach Colony High School

Overall Rating: 2.58

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"> None.
2	Active and Engaged Learning	Stage 3	<ul style="list-style-type: none"> None.
3	Skill Building	Stage 3-	<ul style="list-style-type: none"> Implement formal college and career preparation activities as part of enrichment.
4	Youth Voice and Leadership	Stage 3-	<ul style="list-style-type: none"> Provide additional community service opportunities for students.
5	Healthy Choices and Behavior	Stage 2+	<ul style="list-style-type: none"> Incorporate additional nutrition curriculum into enrichment activities.
6	Diversity, Access, and Equity	Stage 3-	<ul style="list-style-type: none"> Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.
7	Quality Staff	Stage 3	<ul style="list-style-type: none"> None.
8	Clear Vision, Mission, and Purpose	Stage 2+	<ul style="list-style-type: none"> Set measurable goals for the program and track progress.
9	Collaborative Partnerships	Stage 2+	<ul style="list-style-type: none"> Develop community partnerships and formalize them with MOUs. Seek additional ways to engage parents and increase parent involvement.
10	Continuous Quality Improvement	Stage 3	<ul style="list-style-type: none"> None.
11	Program Management	Stage 3	<ul style="list-style-type: none"> None.
12	Sustainability	Stage 1	<ul style="list-style-type: none"> Actively outreach and engage potential partners to sustain program services.



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School Name: Buhach Colony High School

Date of Site Lead Interview: February 17, 2022
 Date of Associate Principal Interview: March 3, 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 participation in lockdown drills and fire drills, and enforcement of COVID protocols. Staff members learn the safety procedures at faculty meetings and review them at ASP staff meetings. The district provides a safety liaison who helps the site lead monitor the campus after school and encourage students who are wandering around to attend the program. Behavioral incidents are handled through a multi-step process according to the severity, ranging from a verbal warning to a write-up to contacting the Associate Principal and parents. Incidents are documented using CTFE behavior logs. Staff members are easily identifiable with ID badges and staff shirts.</p> <p><i>The Associate Principal reports that behavioral expectations and discipline procedures are exactly aligned with the regular school day. Students are notified at the beginning of the year that all school rules apply after school. He oversees discipline at the school and the students know who he is, and he will back up the ASP staff in handling discipline issues when needed. He reports that students want to attend the program, and that provides an incentive to not get in trouble. He does not have any safety concerns about the ASP. The school has closed gates and students are kept in a central location.</i></p>
<p>Welcoming, supportive environment</p>	<p>The ASP currently serves approximately 60 students daily and has six tutors (in addition to the site lead). Staff members create a welcoming environment by greetings students personally and decorating the hallways with photos of students and student artwork. Positive behaviors are recognized through compliments and other forms of verbal acknowledgement. The site lead passes out stickers and fruit to students she observes going "above and beyond".</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> • None.

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

<p>Program activities</p>	<p>Tutorial, Game Room (video games), and Weight Training are held daily. Hands-on enrichment activities which are scheduled on different days include: Anime Club, Volleyball Club (includes various sports), DIY Club (which incorporates cosmetology), Dungeons and Dragons, Live Music, Journaling/Photography Club, K-Pop Club (dance), STEM Club, and Asian Culture Club (led by a regular day teacher). There are plans for American Sign Language in March. Showcase events have resumed outdoors with a Fall Carnival and Valentine's Day Picnic featuring student performances.</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> • None.



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3. Skill Building Stage 3-: Mature

21 st Century Skills	<p>Tutors turn in lesson plans that follow the CTFF template and identify specific, targeted Quality Standards. The program promotes 21st century skills including collaboration and team-building (Dungeons and Dragons, K-Pop dance), critical thinking (Dungeons and Dragons, STEM), communication (Dungeons and Dragons), and creativity (DIY, Anime, Live Music). Regarding technology, all students have school-issued Chromebooks, and Game Room students demonstrate excellent knowledge of video gaming systems.</p> <p><i>The Associate Principal reports that the “fun side” of the program (enrichment activities, picnics, etc.) is designed to promote non-academic skills, such as developing teamwork through video games, or creativity through art. Working on “the 4 C’s” (critical thinking, communication, creativity, and collaboration) is part of the ASP mission.</i></p>
Career preparation	<p>Students can receive individual career-related help during Tutorial. Journaling/Photography and STEM (engineering, building PCs) both help students learn skills that will be useful for careers. Anime Club students had the opportunity to interview voice actors about career opportunities on a field trip to an anime convention.</p> <p><i>The Associate Principal reports that since classroom time during the regular day is so limited, the ASP is a chance to give students more time to explore and develop career-related skills.</i></p>
College preparation	<p>Students can receive individual help in completing college essays, SAT prep, and financial aid forms during Tutorial. Asian Culture Club takes field trips to visit college campuses. Weight Training includes discussions about playing sports in college.</p> <p><i>The Associate Principal reports that tutors look at students’ grades and credits to help them stay on track to graduate and attend college. The U.C. mentor and community college mentor will periodically hold informational meetings and talk to students during the ASP.</i></p>
Recommended action:	<ul style="list-style-type: none"> • Implement formal college and career preparation activities as part of enrichment.

4. Youth Voice and Leadership Stage 3-: Mature

Youth leadership team	<p>There is a youth leadership team made up of the president and vice president of each individual club (approximately 15 students). They meet monthly to provide feedback and discuss needs.</p>
Youth input	<p>There is a student interest survey administered twice per year (pre- and post-). There is a year-end evaluation survey. Students also provide input through informal conversations with staff.</p> <p><i>The Associate Principal reports that the site lead frequently sends out surveys to students to ask how things are going and what they would like to see in the program. She reaches out to students often to see how to make the program better. If there is something students do not like, the site lead wants to change it to something they do like. The Associate Principal reported that he has heard “nothing but good things” from students about the program.</i></p>
Community service	<p>Students help paint posters and set up for after-school events. DIY Club has plans to crochet stuffed animals for donation.</p>
Recommended action:	<ul style="list-style-type: none"> • Provide additional community service opportunities for students.

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5. Healthy Choices and BehaviorStage 2+: Developing

Nutrition	Weight Training includes discussions about nutrition and a healthy diet. Students informally discuss nutrition with tutors during snack.
Physical activity	Weight Training (which meets in the circuit room), K-Pop (dance), and Volleyball Club (which plays a variety of sports) provide daily opportunities for physical activity. The weight room is currently not available for ASP use due to school sports and staffing issues. Anime Club occasionally plays outdoor physical games.
Recommended action:	<ul style="list-style-type: none"> • Incorporate additional nutrition curriculum into enrichment activities.

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

Staff diversity	Staff demographics reflect the diversity of the students. The staff is comprised of the site lead plus six tutors. Three staff members are bilingual in Spanish. There are two male staff members.
Student recruitment and diversity	Recruitment takes place through e-mail, the ASP website, fliers, posters, and lunchtime table events each semester. Students advertise the ASP on their own Instagram pages. The leadership teacher sends out ASP fliers via mass e-mail.
Cultural awareness and relevance	Anime Club learns about the Japanese culture through movies and art (making paper cranes, etc.). Asian Culture Club teaches students about the food and culture of Asia. There are plans for special lunchtime activities for a week-long celebration of International Women's Day in March.
Support for English learners	The site lead reports that the English learner population has increased this year. Bilingual tutors offer homework help in Spanish. There is a Spanish-speaking student who helps recruit peers in Spanish. <i>The Associate Principal reports there are bilingual tutors available to help English learners, including in Math.</i>
Recommended action:	<ul style="list-style-type: none"> • Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.

7. Quality Staff Stage 3: Mature

Relationships with students	Students and staff members bond while playing games together or having conversations during activities like Weight Training. Students will often open up and confide in the tutors. The tutors look after the social-emotional well-being of students and are trained in topics such as suicide awareness and the "nurtured heart approach" (the school offered NHA training this year). Tutors serve as college-going role models who encourage higher education. <i>The Associate Principal reports that on a scale of 1 to 10, he would rate every staff member as a 10. When he observes the program, he sees that students feel safe and are comfortable interacting with the tutors and approaching them for help.</i>
Professional development	Staff members receive ongoing professional development three times per semester at Saturday Academies (currently online). Staff meetings include reminders from previous trainings.
Staff evaluation	The site lead conducts daily informal walk-throughs to observe clubs and provide feedback as needed. There is a formal evaluation for each staff member each semester.
Recommended action:	<ul style="list-style-type: none"> • None.

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8. Clear Vision, Mission, and PurposeStage 2+: Developing

Shared vision	The program's mission statement is modeled after the CTFF's and recently refined by the staff. It is communicated to stakeholders via the program website, fliers, and the site lead's e-mail signature. The site lead's goals for the program include implementing a "Thunder Life Skills" enrichment activity (skills for adult life like job applications and tax preparation) and working on leadership skills in the student-run clubs. The site lead is focusing on skill-building this year due to students' loss of skills during the pandemic.
Recommended action:	<ul style="list-style-type: none"> • Set measurable goals for the program and track progress.

9. Collaborative PartnershipsStage 2+: Developing

Community partnerships	There are no community partnerships at this time.
Partnership with school	<p>The site lead meets formally with the Associate Principal every two weeks and communicates informally frequently via e-mail and in-person. The site lead says the administration is "100% supportive" and offers help if the ASP needs anything. The main focus of the administration this year is to help students return to a sense of normalcy. The site lead attends some SSC meetings. A daily report is e-mailed to the administration. The daily Tutorial session helps reinforce what is being taught during the regular school day by helping students with homework. Regular day teachers are responsive when contacted by tutors. The site lead has an excellent relationship with the regular day teachers, and they have been cooperative with her regarding the use of classrooms.</p> <p><i>The Associate Principal's main goal for the program is to increase the numbers of students and staff involved, to keep more students engaged in doing positive things after school. He reports that the attendance numbers have been steadily increasing and there are a few more teachers on board. He is trying to incentivize teachers with extra pay and supplies to get more of them involved. He meets regularly with the site lead, and she has his cell number and e-mail. They have a good professional relationship and keep each other in the loop. He reports that the academic component does a great job supporting the regular day curriculum. The tutors are great at working with kids and offer help in all core subjects. The academic help is available, but the students are not always pro-active in reaching out to get help. "We've opened the doors, they just have to walk through," he said. He will continue efforts to recruit more students to attend Tutorial.</i></p>
Partnership with families	<p>Parents attend the periodic showcase events such as the Fall Carnival and the Valentine's Day Picnic. The site lead is accessible to parents via phone and e-mail. Parents will sometimes reach out when there is a problem. There is a parent survey administered at the beginning and end of the year both in English and Spanish.</p> <p><i>The Associate Principal reports that currently the site lead develops fliers or announcements that he will send out via Parent Square. He would like to get the site lead set up to be able to personally send out Parent Square messages to build connections with parents.</i></p>
Recommended action:	<ul style="list-style-type: none"> • Develop community partnerships and formalize them with MOUs. • Seek additional ways to engage parents and increase parent involvement.

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

Improvement plan	There is a CQI plan with actions steps and a timeline, updated annually.
Staff involvement	About two to three months into the school year, the site lead holds a staff meeting to go over the Quality Standards together, discuss what the students need most, and come up with goals. They go over the CQI plan together at a subsequent staff meeting.
Use of data	The site lead has access to Aeries and can check grades and missing assignments. She checks students' grades and missing assignments periodically or by request.
Stakeholder feedback	Students provide feedback through the student interest survey, year-end evaluation survey, leadership team, and informal discussions with staff members. Parents provide feedback through the parent surveys, which are administered at the beginning and end of the year in both English and Spanish. An annual teacher survey is administered at the beginning of the year.
Recommended action:	<ul style="list-style-type: none"> • None.

11. Program Management Stage 3: Mature

Program plan	There is a documented program plan provided by CTFF that contains policies and procedures, located in a binder.
Staff meetings	There are monthly site-level staff meetings that last for one hour. Agenda topics include updates, review of Saturday Academy, review of the CQI plan, COVID protocols, and event planning.
Attendance	Students sign themselves in and out of the program. Tutors input the attendance into the ERC system, and then it is triple-checked.
Recommended action:	<ul style="list-style-type: none"> • None.

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

Cultivation of support	The site lead has reached out to local businesses but has not heard anything back yet.
Recommended action:	<ul style="list-style-type: none"> • Actively outreach and engage potential partners to sustain program services.