Spring 2022 After School Program Quality Report

El Capitan High School

Overall Rating: 2.46

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-	• Implement additional methods of acknowledging positive behavior.
2	Active and Engaged Learning	Stage 3-	• Resume periodic culminating events to showcase student projects and performances.
3	Skill Building	Stage 2	• Incorporate formal college and career preparation activities into the ASP.
4	Youth Voice and Leadership	Stage 2-	• Follow through on implementation of student evaluation survey. • Provide community service opportunities for students.
5	Healthy Choices and Behavior	Stage 3	• None.
6	Diversity, Access, and Equity	Stage 3-	• 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	• None.
8	Clear Vision, Mission, and Purpose	Stage 3-	• Set additional measurable goals for the program and track progress.
9	Collaborative Partnerships	Stage 2	• Develop community partnerships and formalize them with MOUs. • Improve communication between ASP tutors and regular day teachers regarding individual student needs. • Seek additional ways to engage parents and increase parent involvement, including implementation of Parent Night events.
10	Continuous Quality Improvement	Stage 3	• None.
11	Program Management	Stage 3	• None.
12	Sustainability	Stage 1	• Actively outreach and engage potential partners to sustain program services.

Spring 2022 After School Program Quality Report

School Name: El Capitan High School   **Date of Site Lead Interview: March 1, 2022**
Date of Associate Principal Interview: March 2, 2022

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

Safety and discipline	Health and safety procedures are aligned the regular school day, including participation in lockdown drills, fire drills, and COVID procedures. In addition to physical safety, the site lead also emphasizes providing emotional safety for students, with the tutors always available for students who need someone to talk to or to listen to them. Staff members receive training from the district in sexual harassment and suicide prevention. The district provides a safety liaison who helps the site lead monitor the campus after school. Behavioral incidents are handled according to the severity, ranging from a verbal warning to a write-up to contacting the administration and parents. Incidents are documented using CTFF behavior logs. Staff members are easily identifiable with ID badges and staff shirts. *The Associate Principal does not have any safety concerns about the program. He states the behavioral expectations and discipline procedures are "pretty well-aligned" with the regular school day. There is usually an administrator on campus during the program, but if not, they ask the ASP staff to contact parents regarding any incident. He said it is "very rare" for an incident to take place after school.*
Welcoming, supportive environment	The ASP currently serves approximately 70 students daily and has six tutors (in addition to the site lead). Staff members create a welcoming environment by greeting students at the door, asking students how they are doing, and interacting with students in club activities. Positive behaviors are acknowledged through a bulletin board display in the Game Room featuring shout-outs and student artwork. The site lead plans to restart "Student of the Month" recognition soon.
Recommended action:	• Implement additional methods of acknowledging positive behavior.

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

Program activities	Tutorial is offered daily. Hands-on enrichment activities include: Anime Club, Gaucho Fit Club (weightlifting, cross-fit), Game Room (video games, board games, pool table, and air hockey), Cooking Club, and Basketball Club (teaches specific skills and includes a sports medicine component). Physical activities are scheduled with staggered start times so students can participate in them along with other clubs. Two movie nights were held in the Fall and showcase events will resume in the Spring. There are plans for field trips in the Spring including a hiking trip to Yosemite.
Recommended action:	• Resume periodic culminating events to showcase student projects and performances.

Spring 2022 After School Program Quality Report

3. Skill Building ....**Stage 2: Developing**

21st Century Skills	Lesson plans follow the CTFF template and identify specific Quality Standards targeted. The program promotes 21st century skills including collaboration and team-building (students making recipes together in Cooking), communication (basketball drills to run plays), critical thinking (coming up with healthy alternatives in Cooking), creativity (origami and drawings in Anime Club), and use of technology (all students have school-issued Chromebooks, use of video gaming systems). *The Associate Principal reports that students have opportunities to develop non-academic skills through enrichment activities and physical activities offered. He cited examples such as students organizing gaming tournaments and students painting a mural in the Game Room.*
Career preparation	There are no formal career preparation activities. Students can receive individual career help during Tutorial. There are plans to add a Financial Literacy Club (led by a regular day teacher) soon. *The Associate Principal reports that preparing students for careers or college is the function of the enrichment component. It is available, but students cannot be forced to take advantage of it.*
College preparation	There are no formal college preparation activities. Students can receive individual help in completing college essays, applications, and financial aid forms during Tutorial. There are plans for a field trip to a college campus soon. *The Associate Principal states that the availability of Tutorial to help students finish their homework helps students prepare for college.*
Recommended action:	• Incorporate formal college and career preparation activities into the ASP.

4. Youth Voice and Leadership.. **Stage 2-: Developing**

Youth leadership team	Each club has a Tutor Assistant (TA), also known as the "Club President", who helps out the tutor and provides ideas for lessons and activities. Leadership Club is made up of the TAs from each club and will be re-established this semester (Leadership Club did not meet first semester due to short staffing). They will meet weekly to discuss recruitment and plan special ASP events.
Youth input	There is a student interest survey (given at the beginning and middle of the year), as well as informal conversations between students and staff. There are plans for a year-end evaluation survey to be implemented later this year. *The Associate Principal reports the ASP staff is "totally open" to accommodate student voice. If students want a new club they can approach staff members to serve as advisors. Anime Club is an example of an enrichment activity started because of student input.*
Community service	There are currently no community service opportunities offered as part of the ASP.
Recommended action:	• Follow through on implementation of student evaluation survey. • Provide community service opportunities for students.

Spring 2022 After School Program Quality Report

5. Healthy Choices and Behavior .... **Stage 3: Mature**

Nutrition	Cooking Club teaches students about making simple recipes with healthy ingredients and topics such as portion control. Gaucho Fit Club discusses topics such as calorie intake and the importance of healthy eating.
Physical activity	The Gaucho Fit Club helps students come up with workout plans for school and home. The weight room is usually not available for use due to school sports, so the ASP has converted a classroom into an ASSETS weight room with gym equipment. Basketball Club teaches specific skills and features a sports medicine component.
Recommended action:	• None.

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 plus six Teaching Fellows tutors. Four staff members are bilingual (three in Spanish and one in Hmong). There are three male staff members. Most of the staff members grew up in the area which helps them relate and connect with the students.
Student recruitment and diversity	Recruitment takes place through the Gaucho Academy (ASP) website, and fliers and posters on campus. The school's activities director sends out links and reminders via e-mail to students, staff, and parents to help publicize the ASP. The ASP has an informational table to help recruit students at the school's annual "Round Up" event to kick off the new school year. Teachers often help recruit through word-of-mouth, and counselors refer students to Tutorial.
Cultural awareness and relevance	Anime Club learns about the Japanese culture and language. Cooking includes recipes from a variety of cultures including Hmong, Chinese, and Mexican.
Support for English learners	Bilingual tutors can provide one-on-one tutoring in Spanish and Hmong for students who need it, although the site lead reports there is not a large number of English learners in the program. *The Associate Principal reports that bilingual tutors are available to support English learners in all core subjects.*
Recommended action:	• Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.

Spring 2022 After School Program Quality Report

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

Relationships with students	Staff members promote an "open door" policy of being there for the students. Students will often confide in staff about their problems. During club time, staff members circulate to talk to students and ask them how they are doing, to get to know them and make them feel comfortable. If students are suffering mental health issues, staff members will refer them to the appropriate services for help. Staff members also serve as college-going role models who share about their personal experiences. *The Associate Principal states that the staff does a great job and he is "very happy" with them. They are very helpful, understanding, and student-oriented.*
Professional development	Staff members receive ongoing professional development through monthly Saturday Academies (online). Staff members receive the district's online training in suicide prevention and sexual harassment.
Staff evaluation	The site lead regularly conducts informal walk-throughs to sit in on clubs and provide feedback as needed. There is an annual formal evaluation for staff members that takes place at the end of the year.
Recommended action:	• None.

8. Clear Vision, Mission, and Purpose ....**Stage 3-: Mature**

Shared vision	The program has its own mission statement (created by the previous site lead with staff input, when the current site lead was a tutor) which is communicated to stakeholders via the program website and brochure. The site lead's goals for the program this year include implementing more new enrichment activities (Financial Literacy, Podcast Club) and to start providing field trips to broaden students' horizons.
Recommended action:	• Set additional measurable goals for the program and track progress.

Spring 2022 After School Program Quality Report

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

Community partnerships	There are currently no community partnerships.
Partnership with school	The site lead meets formally with the Associate Principal once or twice each month and communicates frequently via e-mail. A daily report is e-mailed to the administration. The Associate Principal is always supportive and willing to help. The administration's main emphasis for the ASP is to make sure student and staff voices are being heard, doing what is best for the school, and providing field trips for the students. 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 "not too much" communication between ASP tutors and regular day teachers. Tutors will reach out to teachers when needed to ask for advice to help struggling students, especially in Math. Counselors will sometimes refer students to Tutorial. *The Associate Principal's goals for the program for students to receive academic help and enrichment, and to do things they are not able to do during the regular school day, while not adding to discipline or supervision problems. He reports the program is achieving these goals "medium well". The social and enrichment aspects are strong, but the Tutorial is not being fully taken advantage of students. He states that some students use the program to take a later bus home and hang out. He has good communication with the site lead and communicates several times per week, often through e-mail. They discuss topics such as the budget, increasing numbers, how to get students to attend, and any needs or concerns about individual students. The Tutorial supports the regular day curriculum well and is "offered" but "not used as much as we would like". He believes it is a matter of getting more parents involved in order to get students to participate in Tutorial.*
Partnership with families	Parents were invited to the Movie Nights in the Fall, and the site lead plans to invite them to showcase events in the Spring. Parent surveys are administered at the beginning and end of the year, translated into both Hmong and Spanish. Parents are most interested in Tutorial. Not many parents have contacted the site lead, but a few have e-mailed her to ask about the program. Although she cannot directly send mass e-mails to parents, she can do it through the Activities Director. *The Associate Principal reports the ASP communicates with parents and families by working with school leadership to send out Parent Square messages and information about the availability of buses and what the program offers.*
Recommended action:	• Develop community partnerships and formalize them with MOUs. • Improve communication between ASP tutors and regular day teachers regarding individual student needs. • Seek additional ways to engage parents and increase parent involvement, including implementation of Parent Night events.

Spring 2022 After School Program Quality Report

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

Improvement plan	The site lead has a plan for continuous quality improvement which she recently updated. This year's focus is Skill Building (Quality Standard 3). She has added more clubs that teach a variety of skills (Cooking, Basketball) and plans for future clubs that teach life skills (Financial Literacy).
Staff involvement	The site lead goes over the CQI plan with the tutors. They also review stakeholder surveys (student, parent, and teacher) and discuss how to implement the feedback. For this year's emphasis on Skill Building, each tutor is focusing on building specific skills in the club they lead.
Use of data	The site lead has access to Aeries and can check grades and missing assignments. She pro-actively checks the grades of the program's regular attenders to "stay on top" of them and help motivate them to succeed and checks the grades of athletes to help them stay eligible. The site lead uses surveys, attendance data, and ERC evaluation data to adjust and improve the program.
Stakeholder feedback	Students provide feedback through the student interest surveys, year-end evaluation survey, and informal discussions with staff members. Parents provide feedback through the parent surveys, which are administered at the beginning and end of the year, translated into both Hmong and Spanish. There is a teacher survey given at the beginning and end of each year.
Recommended action:	• None.

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

Program plan	There is a documented program plan provided by CTFF that contains policies and procedures.
Staff meetings	There are monthly site-level staff meetings that last approximately 30-45 minutes. Agenda topics include CTFF updates, information from Saturday Academies, COVID protocols, upcoming events, student supervision, and reminders. There are also informal weekly updates and announcements from the site lead during prep time.
Attendance	Students sign themselves in and out of the program. Tutors input the attendance into the ERC system, each tutor checks a club other than their own for a "second set of eyes", and then it is triple-checked by the site lead to make sure there are no errors.
Recommended action:	• None.

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

Cultivation of support	This area remains to be developed.
Recommended action:	• Actively outreach and engage potential partners to sustain program services.