

Spring 2022 After School Program Quality Report

Merced 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"> Develop additional methods of acknowledging positive behavior.
2	Active and Engaged Learning	Stage 3-	<ul style="list-style-type: none"> Hold periodic culminating events to showcase student projects and performances, once COVID restrictions are fully lifted.
3	Skill Building	Stage 3	<ul style="list-style-type: none"> None.
4	Youth Voice and Leadership	Stage 2+	<ul style="list-style-type: none"> Follow through on implementation of formal leadership group. Provide ongoing community service opportunities for students.
5	Healthy Choices and Behavior	Stage 3	<ul style="list-style-type: none"> None.
6	Diversity, Access, and Equity	Stage 3	<ul style="list-style-type: none"> None.
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 additional measurable goals for the program and track progress.
9	Collaborative Partnerships	Stage 2+	<ul style="list-style-type: none"> Develop community partnerships to expand the variety of opportunities for students. Seek additional ways to engage parents and increase parent involvement, including implementation of Parent Night events.
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: Merced High School

Date of Site Lead Interview: March 7, 2022
 Date of Associate Principal Interview: March 2, 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, fire drills, and COVID procedures. The site lead attends meetings with the administration to stay up to date on all district guidelines. Each staff member has a binder with emergency procedures and evacuation maps. The district provides a safety liaison who helps the site lead monitor the campus after school. 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. The site lead works with the school psychologist to make accommodations for students with special needs. 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 well-aligned with the regular school day. He expects the site lead to handle issues first, but to always know that he has his back. He does not have any safety concerns about the ASP and reports that the site lead has good knowledge of the safety procedures. He commented that Merced High School has an open campus with just one safety liaison after school. Ideally, for preventative purposes (rather than waiting for something to happen first), he would like to see "one or two more bodies roaming" after school, but budget constraints prohibit that.</i></p>
<p>Welcoming, supportive environment</p>	<p>The ASP currently serves approximately 100 students daily and has seven tutors (in addition to the site lead). Staff members create a welcoming environment by being accessible to students and treating them like young adults. Fliers are distributed in English and Spanish to reach out to all students. The site lead encourages staff members to interact and engage with students to create an accepting environment. The staff is very responsive to student feedback. Positive behaviors are acknowledged with verbal praise and by displaying student projects on the wall.</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> • Develop additional methods of acknowledging positive behavior.

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

<p>Program activities</p>	<p>Hands-on enrichment activities offered online at the time of the interview include K-Pop Club, Gaming Lab, Weight Training, Anime Club, Cooking Club, Baking Club, Gardening Club, Game Room, DIY Club (arts and crafts), Community Service Club (offered first semester), College Prep Club (offered first semester), Outdoor Sports Club, Dungeons and Dragons, Drama Club, and Culture Club. The program has tables at events such as Club Rush and Back to School Night. K-Pop Club (dance) performs at rallies. Showcase events (including Parent Nights) will resume once allowed.</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> • Hold periodic culminating events to showcase student projects and performances, once COVID restrictions are fully lifted.



Spring 2022 After School Program Quality Report

3. Skill Building Stage 3: Mature

21 st Century Skills	<p>The site lead trains staff members on the Quality Standards and lesson planning. Lesson plans follow the CTFE template and identify Quality Standards incorporated. The program promotes 21st century skills including team-building (K-Pop students choreographing performances together), communication (Cooking in groups, Dungeons and Dragons), critical thinking (Gardening), creativity (Cooking, Baking, Anime, DIY), and use of technology (all students have school-issued Chromebooks, use of video gaming systems).</p> <p><i>The Associate Principal reports that he and the site lead have creative ideas for teaching non-academic skills (leadership, film editing, student news team, etc.) but implementing those ideas has been limited by budgetary constraints and frequent staff turnover.</i></p>
Career preparation	<p>Cooking Club teaches skills needed for a restaurant career. The site lead would like to offer Food Handling certification. Gardening Club teaches students to work with tools and wood, and K-Pop Club prepares students for an arts or entertainment career.</p> <p><i>The Associate Principal reports that the Cooking, Gardening, and Anime Clubs tie in well with the school's CTE pathways and help prepare students for careers.</i></p>
College preparation	<p>Tutorial provides support for students in completing college essays, SAT prep, and financial aid forms. Regular day teachers visit Tutorial to provide content knowledge in core subjects that prepare students for college. College Prep Club (first semester) taught students about college applications and financial aid. College field trips are planned but not yet allowed (due to COVID).</p>
Recommended action:	<ul style="list-style-type: none"> • None.

4. Youth Voice and Leadership Stage 2+: Developing

Youth leadership team	<p>There is no formal ASP youth leadership team. The site lead has a goal to develop a formal leadership group, which would be a monthly meeting of all club presidents. Currently there are leadership roles established in the older clubs (but not the newer ones). These student leaders serve as representatives who provide the site lead with feedback.</p>
Youth input	<p>There is a student interest survey administered twice per year, a year-end student evaluation survey, and informal conversations between students and staff. The site lead places great emphasis on student voice and wants activities to be student-driven. Most clubs originated from student requests.</p> <p><i>The Associate Principal reports that students provide the ideas for clubs and will sometimes approach regular day teachers to stay after school and lead a club. A questionnaire was recently sent out to the entire student body to ask what they would like to see in the ASP. "Tell us what you want, and we will figure it out," he said to characterize the openness towards student voice.</i></p>
Community service	<p>Community Service Club was offered during the first semester. Students earned community service hours after school by assisting custodians with campus clean-up, cleaning the school garage, and helping teachers with various tasks.</p>
Recommended action:	<ul style="list-style-type: none"> • Follow through on implementation of formal leadership group. • Provide ongoing community service opportunities for students.

Spring 2022 After School Program Quality Report

5. Healthy Choices and Behavior Stage 3: Mature

Nutrition	In Cooking Club, students learn about healthy eating options and healthy recipes they can replicate at home.
Physical activity	The program offers daily opportunities for physical activity. In Weight Training students have access to weights and machines in the weight room. In Outdoor Sports Club students play sports including soccer, basketball, and football.
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 seven Teaching Fellows tutors. Two staff members (including the site lead) are bilingual in Spanish, which is useful for communicating with parents and helping them feel welcome. One staff member is bilingual in Chinese. There are three male staff members.
Student recruitment and diversity	Recruitment takes place through regular e-newsletters (for students, parents, and teachers), Parent Square posts, e-mails to teachers, fliers and posters around campus (they bought a poster printer), recruiting videos, and phone calls home to parents of students with academic issues. Once a month, staff members will pass out business-card-sized fliers to students at lunch. The ASP has an informational table at school lunchtime events as well as Back to School Night. Program participants reflect the school's demographics.
Cultural awareness and relevance	The K-Pop Club includes discussion of Korean culture and exposure to the Korean language through K-dramas. The Anime Club learns about Japanese culture and art. The Culture Club mostly focuses on Mexican culture (Folklorico dance activity, helps with annual Cinco De Mayo event, studies Mexican art and traditions) but has also featured Chinese and Japanese culture.
Support for English learners	There are bilingual tutors to help English learners in Tutorial. The program's fliers, brochures, and applications are all available in Spanish. When a Spanish-speaking newcomer arrives to the program, the site lead takes time to welcome them and show them around. <i>The Associate Principal reports that bilingual tutors are available to help English learners. In addition, he can flex the hours of regular day teachers to help after school if the need arises. They just started offering a late bus after school so students who live further away can stay and access the program.</i>
Recommended action:	• None.

Spring 2022 After School Program Quality Report

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

Relationships with students	The site lead emphasizes building trusting relationships, talking with and getting to know students, and listening to student feedback. Staff members know students well enough to identify when something is wrong, ask questions, and address the issues. Staff members serve as college-going role models. <i>The Associate Principal reports that the site lead has high expectations, “runs a tight ship”, and does a good job of hiring employees that fit. He describes the staff members as passionate and doing a good job of talking to students and connecting with them. He reports that when issues arise, they follow protocols and handle business well.</i>
Professional development	Staff members receive ongoing professional development through monthly Saturday Academies (online). Staff members take part in school safety training including fire and lockdown drills, and the site lead updates them at staff meetings.
Staff evaluation	The site lead circulates the campus daily and shares feedback (including positive feedback) with staff members as needed. There is typically one formal evaluation per semester with each staff member to discuss their job performance and areas to improve, though it has been more informal during the pandemic.
Recommended action:	<ul style="list-style-type: none"> • None.

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

Shared vision	The site lead will be revising the ASP mission statement and vision statement soon with input from staff members and students. These are communicated to stakeholders through the program website, brochures, and fliers. The site lead’s goals focus on Skill Building (Quality Standard 3) this year. Goals include updating the Gardening area to teach more gardening skills, offering more community service projects, and doing more hands-on activities and projects in all clubs across the board.
Recommended action:	<ul style="list-style-type: none"> • Set additional measurable goals for the program and track progress.

Spring 2022 After School Program Quality Report

9. Collaborative PartnershipsStage 2+: Developing

Community partnerships	There are currently no community partnerships.
Partnership with school	<p>The site lead meets formally with the Associate Principal every other week and talks informally on a frequent basis. A daily report is e-mailed to the administration. The administration is very involved with and supportive of the ASP. The Associate Principal helps with student discipline issues and calling parents. The administration's main emphasis for the ASP is to make sure the program offers what students want so they will attend. They are making efforts to increase the Tutorial attendance. Regular day teachers come in to assist with Tutorial in the core subject areas. The site lead reports that communication between regular day teachers and ASP tutors continues to improve, and e-mails are sent to keep teachers "in the loop" regarding what takes place after school. Tutors e-mail teachers to let them know that a student is attending the ASP and to create a line of communication. Tutors ask teachers for upcoming curriculum topics and lessons to be equipped ahead of time to help the students.</p> <p><i>The Associate Principal's goal is to see increased participation numbers (10% of the school's students attend the ASP). He would also like to see more freedom allowed at each school site to create things that fit each school's unique culture and needs. He believes the ASP is doing a good job achieving its goals, although there is always room for growth. He reports that COVID has been devastating, but the site lead has done a great job dealing with the challenges. He meets with the site lead formally once per month, and they talk informally frequently. They bounce ideas off each other and always brainstorm about how to become the #1 program. There is excellent trust and communication. He expressed great confidence in the site lead's leadership and organization. He reports the academic component does well in supporting the regular day curriculum, but it can be challenging to get students to attend Tutorial. He communicates with teachers and sends out newsletters and questionnaires to encourage attendance. "If people want help, it's there," he said.</i></p>
Partnership with families	<p>There are posts about the ASP on Parent Square, and monthly newsletters are sent to parents. Fliers and videos have been produced in English and Spanish to publicize the program to parents. The site lead would like to have Parent Night events, starting this Spring (depending on COVID policies), at which parents can experience the program or see student projects and performances.</p> <p><i>The Associate Principal reports that the site lead does well communicating with parents. The Associate Principal sends out Parent Square messages.</i></p>
Recommended action:	<ul style="list-style-type: none"> • Develop community partnerships to expand the variety of opportunities for students. • 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	There is a plan for continuous quality improvement with action steps and a timeline, which is updated annually. Goals are based on the last year's report card.
Staff involvement	The site lead reports that staff members are more involved in implementing the CQI plan than previously. He discusses the CQI plan with the staff and they come up with ideas and make sure their club activities revolve around the plan.
Use of data	The site lead has access to Aeries and can check grades and missing assignments. This data is used to make sure students get the help they need. 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 survey, year-end evaluation survey, club leaders, and informal discussions with staff members. Parents provide feedback through the parent survey, which is administered twice per year (beginning and end of year). There is a teacher survey administered twice per year as well.
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 CTFE that contains policies and procedures.
Staff meetings	There are monthly site-level staff meetings that last from 30 to 60 minutes. Agenda topics include updates, procedures, and COVID protocols. In addition, the site lead informally meets with all seven tutors daily during the prep time prior to the arrival of students, and while circulating the program.
Attendance	Students sign themselves in and out of the program. Tutors input the attendance into the ERC system, and it is "triple audited" by another tutor and the site lead to make sure there are no errors.
Recommended action:	<ul style="list-style-type: none"> • None.

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

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