

Spring 2022 After School Program Quality Report

Sequoia and Yosemite High School

**Overall
Rating:
2.48**

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 showcase events featuring student projects and performances once COVID restrictions are 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"> Establish ASP youth leadership team. Provide additional community service opportunities for all 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"> 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 1	<ul style="list-style-type: none"> Work with stakeholders to create ASP mission statement. Set measurable goals for the program and track progress.
9	Collaborative Partnerships	Stage 2+	<ul style="list-style-type: none"> Formalize community partnerships with MOUs. Implement additional strategies 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"> Continue to actively outreach and engage potential partners to sustain program services.

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School Name: Sequoia and Yosemite High School

Date of Site Lead Interview: March 11, 2022

Date of Associate Principal Interview: March 10, 2022

1. Safe and Supportive Environment Stage 3:- Mature

<p>Safety and discipline</p>	<p>The site lead makes sure that students are always monitored. Health and safety procedures are aligned the regular school day, including lockdown drills, fire drills, and COVID. The district provides a safety liaison who helps monitor the campus after school. Sequoia (grades 9-10) and Yosemite (grades 11-12) are both continuation schools that share one broader campus. When a behavioral incident takes place, the site lead will contact the safety liaison via radio and contact the Associate Principal, who will advise from there. Staff members are easily identifiable with ID badges and staff shirts.</p> <p><i>The Yosemite Associate Principal reports there are very few discipline issues in the ASP. If they do occur, they immediately inform her, and she follows up. She has no safety concerns about the program, and reports that any incidents have been minor (vaping in restrooms, etc.). The Sequoia Associate Principal reports that behavioral expectations and discipline procedures are well-aligned with the regular school day, and there is great communication with the ASP staff. His only safety concern is that with two school sites sharing one campus, sometimes students will go from one to the other.</i></p>
<p>Welcoming, supportive environment</p>	<p>The ASP serves approximately 30 students daily and has five staff members in addition to the site lead. Staff members are close to the age of the students and make the program inviting by getting to know them and building trust. Staff members are friendly and engage the students by offering activities they have expressed interest in. Positive behaviors are recognized through verbal praise and acknowledgement. The site lead would like to work on additional methods of acknowledging positive behavior.</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 include Anime Club, Cooking Club, Credit Recovery, Dungeons and Dragons, Sports, Game Room (video games, pool table), Kitty Care Club (foster kittens), Hiking Club, Dance Club, Weight Training, and Junior Ambassadors (college and career motivation and preparation, helping students connect with colleges and job opportunities, etc.). There are currently no culminating events, but students help with school events (football games, Prom, etc.). Hiking Club goes on a hiking trip at the end of each month.</p>
<p>Recommended action:</p>	<ul style="list-style-type: none"> • Hold periodic showcase events featuring student projects and performances once COVID restrictions are lifted.



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3. Skill Building Stage 3: Mature

21 st Century Skills	<p>Lesson plans for enrichment activities identify specific Quality Standards and learning goals. The program promotes 21st century skills including collaboration and team-building (Cooking), communication (Sports, Dungeons and Dragons), critical thinking (how tutors engage with students and ask questions in all clubs), creativity (Anime, Cooking), and use of technology (most students have school-issued Chromebooks, students use gaming consoles and a large projector in the Game Room).</p> <p><i>The Yosemite Associate Principal reports there is good balance in the program and students have many opportunities to master non-academic skills. For example, the culinary activity is very popular, and the leadership teacher just started a hiking and running club. Gaming, weight training, and intramural sports are all available in the ASP. Junior Ambassadors teaches students leadership and communication skills. The Sequoia Associate Principal reports there are many opportunities for students to master non-academic skills in the ASP, primarily through the enrichment activities. He added that these opportunities could be communicated better to the students (such as ASP staff talking to students during lunch).</i></p>
Career preparation	<p>All clubs aim to help students build career-related skills. Students can receive individual help with resumes in the Game Room.</p> <p><i>The Yosemite Associate Principal reports that several clubs are connected with outside organizations and provide certification that prepares students to be employed, such as the culinary activity provides Food Handler's certification. Junior Ambassadors helps students with resumes, public speaking, and community service. The Sequoia Associate Principal mentioned that the culinary class teaches career skills including food safety, and the agriculture class teaches students about plant science and irrigation as they take care of the garden.</i></p>
College preparation	<p>All staff members will help students individually with college applications upon request. Tutorial provides Credit Recovery so students will be eligible for college. Junior Ambassadors helps connect students with colleges and motivates them to attend. A school counselor visits the ASP periodically to help students with college applications and financial aid.</p>
Recommended action:	<ul style="list-style-type: none"> • None.

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4. Youth Voice and Leadership Stage 2: Developing

Youth leadership team	There is no ASP youth leadership team. The site lead reports that Junior Ambassadors is about empowering students to be leaders.
Youth input	There is a student interest survey administered each semester, a year-end evaluation survey, and informal conversations between students and staff. The staff regularly polls the students for ideas of activities they would like to see in the ASP. <i>The Yosemite Associate Principal reports that all clubs are driven by student interest. Students complete surveys, which lead to the development of high-interest clubs. The Sequoia Associate Principal also reports that student surveys provide ideas for enrichment activities.</i>
Community service	Junior Ambassadors provides community service opportunities for students. Kitty Care Club currently fosters five kittens from a local animal shelter, who they care for and socialize in a classroom on-site.
Recommended action:	<ul style="list-style-type: none"> • Establish ASP youth leadership team. • Provide additional community service opportunities for all students.

5. Healthy Choices and Behavior Stage 3: Mature

Nutrition	The Cooking Club studies nutritional information, serving sizes, and healthy eating choices. Hiking Club learns about ideal foods for hiking trips and living a healthy lifestyle.
Physical activity	There are daily opportunities for physical activity. Sports plays soccer, basketball, and flag football. Students use the weight room in Weight Training each day. Hiking Club meets twice per week to prepare for hikes through exercise, yoga, and training on the stadium stairs at Golden Valley HS.
Recommended action:	<ul style="list-style-type: none"> • None.

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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 five Teaching Fellows tutors. Four staff members are bilingual (representing Spanish and Hmong). There are two male staff members. Many staff members grew up facing similar issues/challenges as the students and can relate well to them.
Student recruitment and diversity	Recruitment takes place through posters around campus, ASP staff making presentations in classrooms and at lunchtime promotions, and regular day teachers talking about the program to their students.
Cultural awareness and relevance	The Cooking Club explores culinary arts and cuisines from different cultures. Junior Ambassadors learn about other cultures as well as issues happening around the world.
Support for English learners	Students can receive bilingual tutoring from ASP staff. ASP posters and Parent Square posts are translated into Spanish and Hmong. <i>The Yosemite Associate Principal reports that although there are so specific activities for English learners, the teachers who run clubs are BCLAD-certified.</i> <i>The Sequoia Associate Principal reports that there are several bilingual ASP staff members to support English learners.</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	Staff members build strong, trusting relationships with students by actively engaging with them through conversations, games, and activities. The site lead reports they get to know the students well and do not just sit on the sidelines. They make extra efforts to make students feel welcome and comfortable (such as having both male and female staff in the weight room). <i>The Yosemite Associate Principal reports she has been very impressed with the quality of ASP staff, especially how they build relationships with students and get to know them individually. Students will open up to the tutors, who will then pass along any concerns to her if they need additional support or services.</i> <i>The Sequoia Associate Principal reports that the ASP staff is very solid and does a tremendous job, in spite of several leadership transitions in recent years.</i>
Professional development	Staff members receive ongoing professional development through monthly Saturday Academies (currently online).
Staff evaluation	The site lead circulates the program daily to provide support and feedback. He is new in the site lead position and is familiarizing himself with the formal evaluation process. He talks to the staff informally daily about how to improve, and offers any help needed.
Recommended action:	<ul style="list-style-type: none"> • None.

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8. Clear Vision, Mission, and Purpose Stage 1: Early

Shared vision	The site lead is new and is still familiarizing himself with this aspect of the program. He will be working with the staff to create new goals.
Recommended action:	<ul style="list-style-type: none"> • Work with stakeholders to create ASP mission statement. • Set measurable goals for the program and track progress.

9. Collaborative Partnerships Stage 2+: Developing

Community partnerships	Junior Ambassadors regularly reaches out to local organizations such as Rotary Club and UC Merced for support. The site lead recently enlisted some companies to help sponsor a card game competition and provide rewards for students.
Partnership with school	<p>The site lead reports he has a good working relationship with the Associate Principal and meets informally daily. He sends a daily report to the administration via e-mail. The main goals of the administration are boosting attendance and offering high-interest programs to students. The program supports the regular day curriculum by offering Credit Recovery during Tutorial. The site lead reports that many teachers are heavily involved with the program, and it is common for them to approach ASP staff to discuss individual student needs.</p> <p><i>The Yosemite Associate Principal's goal for the program is to get more students involved (attendance was three times higher prior to COVID). She is talking with the new site lead about new recruitment methods (beyond fliers and posters) such as coming on campus during lunch to talk to students and answer questions. She reports that the new site lead is on board with these ideas. There is no standing meeting with the site lead, but her door is always open and there is ongoing e-mail communication. Regarding support for the regular day curriculum, she reports that some of the teacher-run clubs support what is happening in the classroom (Science teacher runs a STEM Club, etc.). Credit Recovery is offered in the ASP, which is especially important for continuation school students who are often behind in credits. The Sequoia Associate Principal's goal for the program is to see more students benefit from it. He mentioned that transportation is a key issue since the bus does not service all areas where students live. He talks informally with the site lead daily, and they have a more structured meeting when needed. He reports that Sequoia students are not utilizing academic component of the program (they are in 9th and 10th grade so credit recovery is not a big issue yet).</i></p>
Partnership with families	<p>The site lead reports there is not much parent engagement (many students live in group homes or foster care), but they are trying to engage parents more. The site lead's contact information is accessible to parents. There is an annual parent survey. Information posted on Parent Square is translated into Spanish and Hmong.</p> <p><i>The Yosemite Associate Principal reports it would be a goal to increase parent engagement and would like to brainstorm additional methods. They currently use Parent Square to send information out to parents. The site lead sends her information, and she sends it out.</i></p>
Recommended action:	<ul style="list-style-type: none"> • Formalize community partnerships with MOUs. • Implement additional strategies to engage parents and increase parent involvement.

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

Improvement plan	The previous site lead completed the CQI before leaving. He reports the program drastically improved under her leadership and he will keep the momentum going.
Staff involvement	The staff decides on the CQI goals together and make sure that their activities facilitate the goals.
Use of data	The site lead has access to Aeries and can check grades and missing assignments. Every time a new student enrolls in the program, the site lead checks Aeries and refers students to Credit Recovery if needed.
Stakeholder feedback	Students provide feedback through the student interest survey (each semester), evaluation survey, and informal discussions with staff members. Parents provide feedback through the annual parent survey. There is an annual teacher survey.
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.
Staff meetings	There are formal, monthly staff meetings that last from 15 to 30 minutes. Agenda topics include new guidelines, COVID updates, Quality Standards, and discussion of any issues.
Attendance	Students sign themselves in and out of program. The site lead or tutors input attendance data into the ERC system daily.
Recommended action:	<ul style="list-style-type: none"> • None.

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

Cultivation of support	Junior Ambassadors regularly reaches out to local organizations such as Rotary Club and UC Merced for support. The site lead recently enlisted some companies to help sponsor a card game competition and provide rewards for students.
Recommended action:	<ul style="list-style-type: none"> • Continue to actively outreach and engage potential partners to sustain program services.