

# Spring 2021 After School Program Quality Report

## Mountain Vista High School

**Overall Rating:  
2.25**

### Implementation Stages

The program was rated during an interview conducted in Spring of 2021 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 2	<ul style="list-style-type: none"> <li>Implement student interest survey.</li> <li>Hold periodic events at the site to showcase student work and performances to parents and the community.</li> </ul>
3	Skill Building	Stage 2+	<ul style="list-style-type: none"> <li>Provide additional college and career exploration activities as part of enrichment.</li> </ul>
4	Youth Voice and Leadership	Stage 1+	<ul style="list-style-type: none"> <li>Implement formal youth leadership team for the ASP.</li> <li>Implement student evaluation form.</li> <li>Provide additional, ongoing community service opportunities for students.</li> </ul>
5	Healthy Choices and Behavior	Stage 3-	<ul style="list-style-type: none"> <li>Incorporate nutrition curriculum into enrichment activities.</li> </ul>
6	Diversity, Access, and Equity	Stage 3-	<ul style="list-style-type: none"> <li>Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.</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 to track progress.</li> </ul>
9	Collaborative Partnerships	Stage 2+	<ul style="list-style-type: none"> <li>Seek additional ways to engage parents and increase parent involvement.</li> </ul>
10	Continuous Quality Improvement	Stage 2-	<ul style="list-style-type: none"> <li>Implement formal surveys for stakeholders to provide feedback.</li> <li>Implement formal self-assessment for staff.</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: Mountain Vista High School

Date of Interview: February 26, 2021

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

Safety and discipline	Health and safety procedures are aligned the regular school day. If a behavioral incident takes place, the site lead will contact the school administration, the Teaching Fellows Liaison, and the parents. It will also be documented in the daily e-mail report, which goes to the school administration and Teaching Fellows. There is no safety officer on campus after 4:30 PM. Staff members are easily identifiable with staff shirts and ID badges.
Welcoming, supportive environment	The ASP currently serves 15 students daily online (20 when on campus) and has two staff members (in addition to the site lead). It is a small, close-knit environment in the ASP. Staff members greet students when they sign in, ask them about their day, and ask if they need help. They pay special attention to students' social-emotional needs. Positive behaviors are rewarded with verbal acknowledgement and encouragement. When school is in regular session, field trips also serve as rewards for good grades, attendance, and behavior.
Recommended action:	<ul style="list-style-type: none"> <li>• Develop additional methods of acknowledging positive behavior.</li> </ul>

**2. Active and Engaged Learning..... Stage 2: Developing**

Program activities	During distance learning, one hour of enrichment is offered each day (usually online video games). When school is in regular session, each day begins with approximately 45-60 minutes of mandatory homework time. After homework, students choose between two options daily (one is usually a physical activity, often in the gym). Activities include basketball, video games, arts and crafts, and board games. Madera Arts Council provides activities one day per week. Fun Fridays feature cooking activities and sports tournaments. There are no ASP showcase events or culminating activities held at this site, but students helped out with the carnival booth for "Lights On".
Student needs and interests	There is no formal student interest survey. Students provide input through informal conversations with the staff. The students openly share their opinions about activities.
Recommended action:	<ul style="list-style-type: none"> <li>• Develop additional methods of acknowledging positive behavior.</li> </ul>



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### 3. Skill Building .....Stage 2+: Developing

21 <sup>st</sup> Century Skills	Lesson plans include specific learning goals and state standards. The program promotes 21 <sup>st</sup> century skills including team-building (sports activities), collaboration (planning), communication (learning social skills), critical thinking (board games), creativity (arts and crafts), and use of technology (all students have school-issued Chromebooks).
Career preparation	During distance learning, staff members helped students with their portfolio (resume and cover letter).
College preparation	Both online and when on campus, the site lead and the school counselor help students individually with college and financial aid applications.
Recommended action:	<ul style="list-style-type: none"> <li>• Provide additional college and career exploration activities as part of enrichment.</li> </ul>

### 4. Youth Voice and Leadership .....Stage 1+: Early

Youth leadership team	There is no formal youth leadership team. Students are “very vocal” in providing feedback and ideas for the program. Many of the leadership students from the regular school day are in the ASP and help the Leadership teacher after school.
Youth input	There is no student interest survey or student evaluation form. Input is provided informally through conversations with staff. The site lead plans to implement a student evaluation form when back on campus.
Community service	The site lead created an enrichment class for seven students to develop presentations and lead a Fall-themed art project for lower grade students at neighboring Millview Elementary.
Recommended action:	<ul style="list-style-type: none"> <li>• Implement formal youth leadership team for the ASP.</li> <li>• Implement student evaluation form.</li> <li>• Provide additional, ongoing community service opportunities for students.</li> </ul>

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

Nutrition	There are no nutrition activities online. When school is in regular session, students cook healthy snacks during Fun Fridays.
Physical activity	There is no physical activity offered online. When school is in regular session, students have a daily opportunity for an hour of physical activity (usually basketball or volleyball) unless the gym is being used.
Recommended action:	<ul style="list-style-type: none"> <li>• Incorporate 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 plus two staff members. Two-thirds of the staff is bilingual in Spanish. There is one male staff member.
Student recruitment and diversity	Much of the recruiting takes place by advertising to students who need to earn credits (the ASP offers elective credits). The school counselor makes a list of students who would benefit from the ASP, and the site lead reaches out to invite them. Recruiting also takes place via fliers and word-of-mouth. During distance learning, the site lead made presentations about the ASP in the Advisory class and a Google invite was sent out to all students.
Cultural awareness and relevance	When school is in regular session, there are special art projects for cultural holidays such as Día De Los Muertos.
Recommended action:	<ul style="list-style-type: none"> <li>• Provide additional opportunities for students to explore, share, and celebrate their heritage and culture, and to learn about other cultures.</li> </ul>

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

Relationships with students	The site lead believes in the importance of taking time to listen to and to advocate for students, and the program provides much-needed social-emotional support. Especially during the pandemic, students confide in the staff, including in one-on-one breakout rooms online if needed. Strong, trusting relationships have been built. Staff members motivate the students about college and share about their own personal experiences.
Professional development	Staff members receive ongoing professional development through monthly Saturday Academies (currently online). ASP staff members also attend any on-site professional development offered by the administration, including suicide prevention training.
Staff evaluation	During distance learning, the site lead observes staff members daily and provides feedback as needed. When school is in regular session, there is a formal, annual evaluation for each staff member.
Recommended action:	<ul style="list-style-type: none"> <li>• None.</li> </ul>

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

Shared vision	The ASP has its own mission statement, created by the staff, which is communicated through fliers, brochures, and the ASP section on the school website. The site lead has general goals for the program, including encouraging students to advocate for themselves and to be self-driven, and preparing students for life after high school.
Recommended action:	<ul style="list-style-type: none"> <li>• Set measurable goals for the program and track progress.</li> </ul>

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

Community partnerships	There is a partnership with Madera Arts Council, who provide enrichment activities on campus one day per week.
Partnership with school	The site lead meets formally with the principal monthly, maintains informal daily communication, and is part of the School Site Council (SSC). The site lead provides a daily report to the administration via e-mail. The principal is very supportive and involved with the ASP. The site lead works cooperatively with the principal to support the school's "ROAR" (Respect, Organization, Awareness, Responsibility) expectations. Three regular day teachers work in the program (one online) to tutor specific subject areas. Credit recovery is also provided after school. Regular day teachers will sometimes come to the ASP staff members with concerns and/or requests regarding extra help for individual students, and the site lead will often seek out teachers for input about students as well. Teachers provide access to their Google classrooms for ASP staff to check missing assignments.
Partnership with families	When students are invited to join the ASP, the site lead calls parents to let them know what is available and encourages them to follow up. Parents will occasionally let her know about changes going on in students' lives. A financial aid workshop with the school counselor was held for students and parents.
Recommended action:	<ul style="list-style-type: none"> <li>• Seek additional ways to engage parents and increase parent involvement.</li> </ul>

## Spring 2021 After School Program Quality Report

**10. Continuous Quality Improvement..... Stage 2:- Developing**

Improvement plan	There is a plan for continuous quality improvement with action steps and a timeline.
Use of data	The site lead has access to Aeries (via regular day teachers) and can check grades daily.
Stakeholder feedback	Currently there are no formal teacher, parent, or student surveys. All feedback from stakeholders takes place on an informal basis. The site lead plans to implement surveys when school returns to campus.
Staff self-assessment	There is no formal self-assessment, but the site lead and her staff member have informal discussions about how to improve.
Recommended action:	<ul style="list-style-type: none"> <li>• Implement formal surveys for stakeholders to provide feedback.</li> <li>• Implement formal self-assessment for staff.</li> </ul>

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

Program plan	There is a documented program plan that contains policies and procedures, located in binders and online. The site lead is given a certain budget and submits purchase orders. The site lead keeps track of expenditures on a budget spreadsheet online.
Staff meetings	Staff meetings take place every two to three weeks and last from 30 to 45 minutes. The agenda includes upcoming events, how to strengthen the program, how to support each other, and how to be more supportive of students.
Attendance	The site lead takes attendance and enters it into the ERC system.
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>