



21st CCLC ASSETs Program

Evaluation Report 2024-25

Pioneer High School and Woodland High School



Prepared by Veronica Robbins, Evaluator

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Empower Yolo

Pioneer High School and Woodland High School ASSETs Program Evaluation Report 2024-2025

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Attachments:

- 2024-25 CQI Summaries – October, January, and March
- Sample CQI Template
- Evaluator Program Observation Forms/Reports
- May 2025 Student Focus Group Interview Questions
- Student and Staff Spring 2025 Survey Results (Google Forms PDF)

EXECUTIVE SUMMARY

The 2024-25 school year marked the first year of funding in a new five-year cycle for the 21st Century Community Learning Centers After School Safety and Enrichment for Teens (ASSETs) program at Pioneer High School (PHS) and Woodland High School (WHS). For WHS, the program continued uninterrupted from the previous year. For PHS, the program resumed after a four-year hiatus. Implemented by Empower Yolo in partnership with the Woodland Joint Unified School District (WJUSD) and several community-based organizations, the program provides academic support, enrichment opportunities, and student engagement activities during non-school hours. At both schools, the program plays a central role in supporting students who may not otherwise participate in extracurricular activities, offering a safe, welcoming environment where they can stay connected to caring adults and peers, access academic help, explore new interests, and build essential skills.

The program served a significant portion of students at both schools, reaching 963 students (61% of enrollment) at PHS and 766 students (66% of enrollment) at WHS. The programs served significant numbers of students from traditionally underserved groups, with 70% of PHS participants and 75% of WHS participants identified as socioeconomically disadvantaged. Both sites offered a wide range of activities five days per week, including academic support through the Learning Center and Study Buddies, enrichment activities focused on college and career readiness, leadership development, and healthy lifestyles.

EVALUATION

The project evaluation included both quantitative and qualitative data and was conducted for three primary purposes: program improvement, stakeholder reporting, and the completion of state and federal reporting requirements.

Quantitative data collected for the evaluation included program attendance data, regular school attendance data, Grade Point Averages (GPAs), demographic information, and behavioral data. Attendance data was collected daily by ASSETs staff for both evaluation and fiscal reporting purposes. Academic achievement and school attendance data were provided by WJUSD in summer 2025 and analyzed to assess progress toward federal Government Performance and Results Act (GPRA) indicators.

Qualitative data included student and school staff surveys, student focus group interviews, program observations, staff interviews, and staff Continuous Quality Improvement (CQI) discussions.

The CQI process was a central component of the evaluation. Using the *Quality Standards for Expanded Learning in California*, ASSETs staff worked with the project evaluator to assess program quality and develop action plans for improvement. The process included individual staff self-assessments, group discussions with the evaluator, and the development of improvement plans for each standard.

Reporting included the Federal Annual Performance Reports (APR), the California Outcome-Based Data Report for 2023-24, a local evaluation report, and outcomes posted on the school websites. Formal presentations of findings will be made to the Empower Yolo Board of Directors and the WJUSD Board of Trustees.

OUTCOMES

The following results highlight the program's impact during the 2024-25 school year.

Program Attendance

At WHS, program attendance reached 82.3% of the state target, a big improvement over 2023-24 (73.6%). However, 150 fewer students participated compared to the previous year.

School Attendance

The federal goal measures whether students who had poor attendance the year before (90% or below) showed improvement.

- At PHS, 164 students had attendance at or below 90% in 2023-24. Of those, 81% improved their attendance in 2024-25.
- At WHS, 113 students had attendance at or below 90% in 2023-24. Of those, 88% improved their attendance in 2024-25.

Academic Achievement

The federal goal measures whether students in grades 10-12 who had GPAs below 3.0 the year before showed improvement.

- At PHS, 262 students had GPAs below 3.0 in 2023-24. Of those, 62% improved their GPAs in 2024-25.

- At WHS, 268 students had GPAs below 3.0 in 2023-24. Of those, 50% improved their GPAs in 2024-25. This was lower than in previous years, when over 90% showed improvement.

Student Satisfaction

- At PHS, 87% of surveyed students said ASSETs helped improve their grades, 93% felt more connected to their school, and 75% said they trust ASSETs staff.
- At WHS, 95% said ASSETs helped with their schoolwork, 95% said it helped improve their grades, and 100% said staff listen to their ideas.

School Staff Awareness and Satisfaction

- School staff who knew about ASSETs were very satisfied with the program. However, 45% of staff at PHS and 21% at WHS said they were not familiar with the program, showing a need to build stronger connections with the regular school day.

STRENGTHS AND RECOMMENDATIONS

Program Strengths

The evaluation identified several program strengths:

- **Strong Leadership:** The Project Director has significantly improved program quality and communication with school leaders while providing excellent mentoring for staff.
- **Successful Program Launch:** The program's return to PHS was handled smoothly, growing quickly and showing positive results for students.
- **Support for Families:** Empower Yolo provides a bridge to resources for families that the school cannot always provide.
- **Engaged Student Leaders:** The Woodland Youth Council is very active, helping students learn to fundraise and lead community campaigns.
- **Culture of Responsibility:** Staff have successfully taught students the importance of community service and their ability to create change.
- **Safe and Inclusive Environment:** Students view ASSETs as a "safe space" where they feel welcome, especially Spanish-speaking students who feel supported by bilingual staff.
- **Commitment to Quality:** Staff have fully embraced the CQI process, using it to make measurable improvements across all state standards.

- **Better Data Collection:** There has been improvement in how student data is collected and managed over the past year.
- **Focus on Wellness:** The program added many more physical activities and healthy eating options, such as the Culinary Club and Saturday hikes.
- **High Student Satisfaction:** Students are very happy with the staff, college trips, and the wide variety of activities offered.
- **Achievement of Outcomes:** The project achieved federal GPRA targets, the state attendance target, and high levels of student and staff satisfaction with the program.

Recommendations

- **Continue the focus on increasing student attendance.** Since funding and student success are tied to attendance, it is vital to keep reaching out to more students and encouraging them to attend regularly.
- **Increase opportunities for parent participation at both sites.** The program should find new ways to ensure parents receive information and have a chance to give feedback.
- **Continue efforts to collaborate with school staff to integrate the program with the regular academic and enrichment programs.** More collaboration with teachers would help them refer students who need extra academic or social support.
- **Increase outreach to collaborative partners and investigate ways to improve their involvement.** Holding quarterly meetings with all partners would improve teamwork and bring more community resources to the students.
- **Continue to engage students in leadership roles.** While there are good opportunities now, students want more say in choosing and designing the activities they participate in.
- **Continue with the CQI process to promote continuous improvement and make the process more inclusive.** The program should find ways to include parents and students directly in the quality review process.

INTRODUCTION.

The 2024–25 school year marked the first year of funding in a new five-year cycle for the 21st Century Community Learning Centers After School Safety and Enrichment for Teens (ASSETs) program at Pioneer High School (PHS) and Woodland High School (WHS). For WHS, the program continued uninterrupted from 2023-24. For PHS, the program resumed after a four-year hiatus.

The program is implemented by Empower Yolo in partnership with the Woodland Joint Unified School District (WJUSD), which serves as project co-applicant, along with several community-based organizations. Together, these partners provide a range of academic support, enrichment opportunities, and student engagement activities during non-school hours, with services delivered primarily after the regular school day.

At both schools, the program plays a central role in supporting students who may not otherwise participate in extracurricular activities. For these students, ASSETs (also referred to in this report as Empower Yolo ASSETs or EY ASSETs) offers a safe, welcoming environment where they can stay connected to caring adults and peers, access academic help, explore new interests, and build essential skills. The program has become an integral part of the schools' co-curricular landscape and a key resource for fostering student engagement, well-being, and readiness for college and career.

The California Department of Education (CDE) describes the purpose of the 21st Century ASSETs program as providing local flexibility in creating or expanding community learning centers that offer high school students academic enrichment opportunities and activities designed to complement their regular academic programs. In addition to supporting college and career readiness, the program is intended to assist with literacy and related educational development services for families and to provide safe, structured environments for students during non-school hours. The Empower Yolo ASSETs program aligns with this statewide mission by addressing the academic, social, and developmental needs of students while strengthening the broader school community.

At the state level, the program is overseen by the Expanded Learning Division within the Student Success and Career Readiness Branch of CDE. Program quality is guided by the *California Quality Standards for Expanded Learning* and sustained through a Continuous Quality Improvement (CQI) process. In addition, collaboration with a local evaluator provides ongoing monitoring and feedback, ensuring that EY ASSETs

remains aligned with state and local priorities and continues to meet project goals and performance indicators.

This report provides the results of a local evaluation of the Empower Yolo ASSETs program at PHS and WHS. It is part of a comprehensive assessment of program quality and performance that also includes an annual State Outcomes Report, submitted to the CDE, and an Annual Performance Report, submitted to both the CDE and the U.S. Department of Education.

ABOUT EMPOWER YOLO

Empower Yolo is a leading community-based organization in Woodland dedicated to promoting safe, healthy, and resilient communities across Yolo County. Through its network of resource centers and comprehensive support services, the organization strengthens the social, educational, and economic wellbeing of individuals and families. Empower Yolo provides crisis intervention, safe shelter, legal advocacy, counseling, basic needs assistance, and youth development programs, ensuring that residents have access to the resources and support necessary to thrive. Its commitment to equity, safety, and community empowerment has earned it recognition as a trusted partner throughout Woodland and Yolo County.

As part of its youth services portfolio, Empower Yolo offers youth programs, and serves as the lead organization for the ASSETs program at PHS and WHS. Through this partnership, Empower Yolo delivers high-quality after-school enrichment, academic support, and wellness programming designed to keep students engaged, connected, and supported beyond the school day. The organization's leadership ensures that ASSETs programming aligns with community needs, fosters positive youth development, and contributes to safer, more supportive school environments.

ALIGNMENT OF ASSETS AND WJUSD MISSION & VISION

The Empower Yolo ASSETs program operates at the intersection of multiple organizational missions, each focused on helping young people succeed. The program's design, activities, and outcomes directly support the goals of the Woodland Joint Unified School District, both high schools, and Empower Yolo.

ALIGNMENT WITH WJUSD MISSION AND STRATEGIC GOALS

The Woodland Joint Unified School District's mission is "to prepare and empower all students for a future of endless possibilities." The ASSETs program extends this mission beyond the regular school day, providing additional time, support, and opportunities for students to develop the skills and confidence they need for success after high school.

The district has established four strategic goals. The ASSETs program contributes directly to each of them.

Strategic Goal 1: College and Career Ready. The district's first goal states that "each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment." ASSETs supports this through college visits, trade school workshops, career exploration activities, and clubs like FFA, HOSA, and Fabrication Club. Staff also provide one-on-one help with college applications, resumes, and job applications.

Strategic Goal 2: Meet Social-Emotional and Academic Needs. The district commits to meeting "each student's individual social-emotional and academic needs through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment." ASSETs provides exactly this type of support outside regular school hours through the Learning Center, Study Buddies, Wellness Club, and caring relationships between staff and students. Students consistently describe ASSETs as a "safe space" where they feel welcome and supported.

Strategic Goal 3: Accelerate English Learner Achievement. The district focuses on accelerating "the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction." ASSETs staff provide homework help in both English and Spanish, and Spanish-speaking students report feeling included and supported. At WHS, the ELPAC Book Camp specifically targets English learners.

Strategic Goal 4: Engagement and Leadership Opportunities for Youth. The district's fourth goal is to "provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community." Leadership is central to ASSETs. The Woodland Youth Council gives students hands-on experience organizing meetings, planning events, and leading community service projects. Teen Leadership Camp, the Freshman Leadership

Academy, and Kids Day Camp provide additional opportunities for students to develop and practice leadership skills.

ALIGNMENT WITH SCHOOL MISSION AND VISION

Woodland High School's mission states that "all students will leave Woodland High School as positive, productive and professional citizens of our community." The school's vision emphasizes "experiences for collaboration, critical thinking, creativity, effective communication, and the pursuit of 21st-century skills." ASSETs reinforces these goals through collaborative activities, community service, and leadership roles that develop citizenship and professional skills.

Pioneer High School's mission is to "ensure that all students develop and demonstrate the skills necessary for success during and beyond high school." The school's vision commits to "creating and maintaining a collaborative school culture that encourages and supports the academic, social and emotional growth of all students." ASSETs extends this supportive culture into the after-school hours through academic help, enrichment activities, and caring adult relationships. In 2024-25, ASSETs staff at PHS became part of the school's Response to Intervention process, creating a direct link between the school day and after-school support.

CONNECTION TO EMPOWER YOLO'S MISSION

Empower Yolo's mission is "to promote safe, healthy, and resilient communities." The organization fulfills this mission in part by operating "resource centers for community services to improve the health, social, educational and economic outcomes of Yolo County residents."

The ASSETs program embodies this mission. It serves as a resource center within the high schools, improving educational outcomes while connecting students and families to Empower Yolo's broader support services. The program's focus on healthy lifestyles, including nutrition education, physical activity, and wellness programming, directly supports community health.

Empower Yolo commits to providing all services "in a manner that appreciates, enhances, and utilizes the strengths of Empower Yolo's clients and honors their cultural practices and traditions." This strengths-based, culturally responsive approach is evident throughout the ASSETs program.

A UNIFIED PURPOSE

The ASSETs program's mission is "to address identified student needs and increase student achievement and wellness using a youth development approach." This mission bridges all the organizational goals described above. When students improve their grades, attend school more regularly, develop leadership skills, and report feeling safe and supported, the ASSETs program delivers on the commitments made by every organization involved in its work.

CHARACTERISTICS OF THE YOUTH SERVED

**Characteristics of the Youth Served
in the PHS and WHS ASSETs Program
2024-2025**

	PHS	WHS
School Enrollment	1,582	1,155
ASSETs Participants	963 (61%)*	766 (66%)*
Grade Level		
9	265	235
10	298	165
11	238	173
12	193	193
Gender		
Male	493 (51%)	396 (52%)
Female	467 (49%)	369 (48%)
Other	3 (<.01%)	1 (<.01%)
English Language Learners	77 (8%)	57 (7%)
Socioeconomically disadvantaged	671 (70%)	573 (75%)
Special Needs	76 (8%)	71 (9%)
*Represents the percentage of the overall student body. All other percentages represent the percentage of ASSETs participants served.		

During the 2024–2025 school year, the ASSETs programs at both Pioneer High School and Woodland High School reached a substantial portion of their student populations. At PHS, 61% of enrolled students participated in at least one ASSETs activity, while WHS saw an even higher participation rate at 66%. This high level of engagement underscores the program’s role as a central resource for students seeking academic support, enrichment, and connection outside regular school hours.

The gender distribution among participants was nearly equal at both sites. At PHS, 51% of participants were male and 49% were female; at WHS, 52% were male and 48% were female. This

balanced representation suggests that the program is accessible and appealing to students regardless of gender.

Looking at grade levels, participation was spread across all four high school grades. At PHS, the largest group was 10th graders (31% of program participants), followed by 9th (27%), 11th (25%), and 12th (20%). WHS had a similar distribution, with 9th graders making up the largest share (31%), then 11th (23%), 10th (22%), and 12th (25%) grades.

The programs also served significant numbers of students from traditionally underserved groups. At PHS, 8% of participants were English language learners, 70% were socioeconomically disadvantaged, and 8% had special needs. WHS reported 7% English language learners, 75% socioeconomically disadvantaged, and 9% with special

needs. These figures highlight the program's commitment to supporting students who may face additional barriers to academic success.

PROJECT ACTIVITIES

Both sites offered a wide range of activities for students five days per week (Monday – Friday) for at least three hours per day, starting at school dismissal time and continuing until 6:00 p.m. On weekly early release days, the program lasts for two additional hours.

The program also included some Saturday activities (Hiking, Saturday School, and more) and other activities during school breaks, including three leadership-focused “camps” -- Teen Leadership Camp, Kids Day Camp, Freshman Leadership Academy, and winter break activities.

While most activities were site-specific, offered only for students at the site of their school enrollment, some activities, like Teen Leadership Camp, Kids Day Camp, and field trips, brought students from both sites together for collaboration and shared experiences.

Because of limited transportation, students living in Knights Landing had the option of receiving service on their high school campuses and/or the Knights Landing Resource Center (KLRC). An ASSETs staff member at the KLRC provided academic assistance, arts & crafts, physical activities, culinary activities, and social-emotional activities. For the purposes of data collection, Knights Landing students were counted as ASSETs attendees for their campus program.

ACTIVITIES AT PHS

The table below shows activities provided through the PHS ASSETs program in 2024-25. Those with an asterisk (*) are activities organized and supervised by ASSETs staff. The others are activities supervised by project partners or supervised by both partner and ASSETs staff. Those with a triangle (Δ) are ASSETs-organized activities with substantial collaborative partner participation.

Daily, Weekly, Monthly, and Other Repeating Activities	Special Events (Single or Multi-day) or One-Time Activities
Breakfast for Dinner* Community Service* Crafts 'n' Creations* Culinary Club* FFA Fun Zone Fridays* Guest Speakers* Δ Hikes* HOSA – Future Health Professionals Learning Center Love Notes* Mondays in Motion* Our Strength* PHS Game night* Saturday School Skills USA Spanish Tutoring Study Buddies* Swim Club Trade School Workshop* Wellness Club* Woodland Youth Council*	Farmers Market* Field Trips (college visits and other trips)* Freshman Leadership Academy*Δ Kids Day Camp* Δ MECHA Senior Paint Day Teen Leadership Camp* Winter Break Activities*

ACTIVITIES AT WHS

The table below shows the activities offered through the WHS ASSETs program in 2024-25. Like PHS's program, the WHS ASSETs program offered a wide variety of activities organized and supervised both by ASSETs staff and the project's collaborative partners.

Daily, Weekly, Monthly, and Other Repeating Activities	Special Events (Single or Multi-day) or One-Time Activities
Badminton Club Basketball Breakfast Club Community Service* Crafts 'n' Creations* Credit Recovery (Edgenuity) Culinary Club* Drumline Fabrication Club FFA Fun Zone Fridays* Guest Speakers* Δ Healthy Meals* Hikes* KLYC* Knights Landing Youth Lounge* La Semilla* Learning Center Link Crew Love Notes* Our Strength* Study Buddies* Swim Club Tennis Trade School Workshop* Wellness Club* Woodland Youth Council*	College Knowledge* Crochet Club* ELPAC Book Camp* Farmers Market* Field trips (college visits and other trips)* Freshman Leadership Academy*Δ Kids Day Camp* Δ Knights Landing Parkside Adventure* MECHA Teen Leadership Camp* Welcome Week Winter Break Activities*

ACADEMIC

At both sites, the primary academic support activities were the Learning Center (homework help, tutoring) and Study Buddies, both offered daily. WHS ASSETs staff also collaborated with WHS staff to implement Credit Recovery (Edgenuity). Some limited subject-specific academic support was also provided by teachers.

ASSETs staff at both sites provided both formal and informal individualized homework help to students in both English and Spanish.

ENRICHMENT

Most activities at both sites were enrichment activities, all focused on student needs and interests, and targeting college and career readiness, leadership development, drug and violence prevention, school engagement, and healthy lifestyles.

HEALTHY AND ACTIVE LIFESTYLES

The Continuous Quality Improvement (CQI) process in 2023-24 and fall 2024-25 indicated a need for a renewed focus on healthy and active lifestyles, so both sites developed and successfully executed plans to focus on this quality standard. At both sites this included the addition of more physical activities, staff modeling of healthy eating (no sodas, healthy lunches, etc.), *Culinary Club*, *Farmers Market*, and *Healthy Meals*, so students could learn how to select and prepare healthy meals, and *Wellness Club*. Snacks were transformed to include more robust healthy choices (smoothies, salads, etc.) so students could learn about healthy meals and ingredients while also having more filling and healthier snacks.

Opportunities for physical activity have increased considerably. In addition to sports options (both schools) and *Breakfast Club* (weightlifting) at WHS, both sites added Saturday hikes, and PHS implemented *Mondays in Motion* as part of the regular program.

COLLEGE AND CAREER READINESS

College and career readiness activities were provided throughout the year and included trips to colleges, trade school workshops, college readiness workshops, and specialized clubs like FFA, HOSA, and Fabrication Club. ASSETs staff also provided individualized support for college applications, resumes, and job applications. Leadership activities (Teen Leadership Camp, Freshman Leadership Academy, Woodland Youth Council) also included college and career discussions and support.

LEADERSHIP

Leadership was a central component of the programs at both sites, giving students meaningful opportunities to learn how to provide leadership within their schools and the broader community. Teen Leadership Camp offered youth from both schools a shared space to build foundational leadership skills, while the Freshman Leadership Academy helped incoming students develop confidence, responsibility, and teamwork early in their high-school experience. Kids Day Camp further strengthened these skills by placing WHS and PHS ASSETs students in the role of activity leaders for younger children, allowing them to practice communication, planning, and mentorship.

In addition, the Woodland Youth Council (WYC), which has operated continuously on the WHS campus for nearly 20 years through ASSETs and has expanded to both campuses, provided students with hands-on experience organizing and running meetings, coordinating fundraising efforts, conducting community information campaigns, and leading community service activities. Collectively, these programs

created a rich leadership pipeline that empowered students to grow as effective and engaged community leaders.

PROFESSIONAL DEVELOPMENT

Ongoing professional development is essential for maintaining high-quality programs. PHS and WHS ASSETs staff received a substantial amount of professional development and support in 2024-25.

First, all Empower Yolo employees are required to receive 12 hours of training per month. This monthly training focuses on topics such as domestic violence prevention and intervention, substance use and violence prevention, mental health services, trauma-informed care, advocacy, and safety.

ASSETs staff also participated in the following professional development workshops and presentations:

- Survivors with Intellectual and Developmental Disabilities: Providing Appropriate Support and Advocacy (Part 1)
- Survivors with Intellectual and Developmental Disabilities: Providing Appropriate Support and Advocacy (Part 2)
- Supporting Survivors with Substance Use Disorder (SUD)
- The Intersection of Autism and Trauma
- Supporting Immigrant Survivors of Abuse
- Empowering Family Healing: Recognizing Resilience After Immigration Trauma
- Neurodivergence and Trauma: Strategies for Survivor-Centered Support
- ASSETs Evaluation and Program Goals
- CalKids

In addition, ASSETs staff meet weekly to receive program-focused professional development, and the Project Director also provides individual staff mentoring and coaching.

The CQI process (described below) provides another form of professional development for staff. As the staff at each site, the Project Director, and the local evaluator discuss the quality standards, staff assess their performance and come up with plans for improvement in key areas. The discussion itself is a training activity, and additional training is provided when the CQI-driven action plans require additional staff support.

EVALUATION ACTIVITIES

Evaluation activities were conducted throughout the school year as a collaboration between ASSETs staff, the project evaluator, and WJUSD. ASSETs staff collected attendance data on an ongoing basis and provided it to the evaluator for review formally at the end of each semester; however, the evaluator has ongoing access to the attendance sheets for informal review at any time.

The project evaluation included both quantitative and qualitative data and was conducted for three primary purposes – program improvement, stakeholder reporting, and the completion of state and federal reporting requirements.

Quantitative data collected for the evaluation included attendance data (both ASSETs and overall school attendance), GPAs (ASSETs students and all students), demographic information, and behavioral data (in-school suspensions). Qualitative data included student and school staff surveys, student focus group interviews, program observations, staff interviews, and staff CQI discussions.

ANNUAL PERFORMANCE REPORTS (APR) AND CALIFORNIA OUTCOME-BASED DATA REPORT

Federal Annual Performance Reports (APR) and the Annual Outcome-Based Data Report (and CQI) for the California Department of Education for 2023-24 were developed and submitted on time in Fall 2024.

The California Outcomes Report for 2024-25 was due on September 20, 2025, and the 2024-25 APR Part 1 was due in November 2025 (activities, staffing, and attendance), and Part 2 is due in March 2026 (outcomes). The first part of the 2024-25 was submitted on time in November 2025. The outcomes portion has been completed and will be submitted in January 2026, well ahead of the deadline.

The activities, staffing, attendance, and outcomes data for this report were extracted from the same data set that was used for the state and federal reports.

CONTINUOUS QUALITY IMPROVEMENT

Using the *Quality Standards for Expanded Learning in California*, ASSETs staff worked with the project evaluator to assess program quality and develop an action plan for program improvement. The CQI process was completed for each school separately.

The annual CQI process for PHS and WHS ASSETs started with each staff member completing the self-assessment individually for each identified standard. Then the staff met with the evaluator to discuss their assessments and program performance for each standard indicator. The discussion also included priorities for the next steps for improvement for each standard. Each session began with a discussion of the degree to which the improvement plans developed in the previous session had been implemented.

CQI sessions were held in October 2024, January 2025, and March 2025. The table below shows the standards addressed at each session.

October 2024	January 2025	March 2025
Safe and Supportive Environment	Youth Voice and Leadership	Clear Vision, Mission, and Purpose
Active and Engaged Learning	Healthy Choices and Behaviors	Collaborative Partnerships
Skill Building	Quality Staff	Diversity, Access, and Equity

The improvement plan summaries for each CQI session are attached to this report.

While the formal CQI discussion sessions formed the centerpiece of the process, it was supplemented and informed by other qualitative and quantitative data elements to directly assess the Quality Standards.

OTHER QUALITATIVE DATA

STUDENT FOCUS GROUP INTERVIEWS

Student focus group interviews of ASSETs students at both high schools were held in May 2025. There were seven students present at the WHS interview, and there were 15 students present at the PHS interview. The focus group was a semi-formal interview conducted by the local evaluator. While a set of questions aligning with the quality standards were asked, the questions were intended to serve as an impetus for discussion that could follow the students' lead as they elaborated on topics that were important to them. The interview questions are attached to his report.

EVALUATOR MEETINGS WITH PROGRAM DIRECTOR

The project evaluator met regularly (approximately monthly) with the Program Director (Empower Yolo Director of Youth Services) throughout the school year. These meetings focused on program updates, progress toward program improvement, data collection, and information required for federal and state reporting. The WHS and PHS ASSETs Site Coordinators joined several times in 2024-25 to provide additional site-specific information.

Conversations between the evaluator and program staff also took place informally during evaluator visits to the sites and through email.

EVALUATOR OBSERVATIONS

The Evaluator observed program operations at both sites in May 2025 and used a checklist targeting the *Quality Standards for Expanded Learning in California* to document adherence to the standards. The results were discussed with the Program Director and Site Coordinator. The observation checklists and reports for each site are attached to his report.

It should be noted that items noted as “not observed” might have been present in the program, but they were not observed at the time of the formal observation. This is one example of the importance of using multiple methods of evaluation to determine the effectiveness and quality of a program.

STUDENT AND SCHOOL STAFF SURVEYS

Student and staff surveys were administered in the spring. The surveys were developed by the evaluator, with input from the Project Director, and administered by ASSETs staff at each site during an established calendar window. The student surveys were in English and Spanish, and both the student and staff surveys were created via Google Forms and administered electronically.

Staff Surveys

Please refer to the attachments for PDF copies of the full survey results for both sites. Staff feedback is discussed in the Collaboration section of this report.

QUANTITATIVE DATA

PROGRAM ATTENDANCE DATA

Attendance data was collected daily by ASSETs staff for both evaluation/performance and fiscal reporting purposes. Attendance data was combined with demographic, regular school attendance, and standardized assessment data for APR and CDE reporting requirements.

ACADEMIC ACHIEVEMENT DATA

Grade Point Averages (GPAs) for the 2024-25 school year were analyzed to compare GPAs of students participating in the ASSETs program with those who did not. See below for the federally required program goal related to GPA. Academic achievement data was provided by WJUSD staff in summer 2025.

SCHOOL ATTENDANCE DATA

School attendance data was provided by WJUSD in summer 2025. It was analyzed to identify improvements in regular school attendance for 2024-25 ASSETs participants who had attended fewer than 90% of regular school days in 2023-24.

RESULTS AND OUTCOMES

ATTENDANCE

PROGRAM ATTENDANCE

Attendance is reported by days attended (impressions) for state reporting and financial monitoring and by days of attendance for state outcomes reporting. The APR requires that program attendance be reported by grade level and hours (not days) of attendance. School day attendance and GPA outcomes are assessed by the same hourly program attendance groups to enable the analysis of outcomes by participant attendance levels, with the assumption that students attending the program more regularly will demonstrate better outcomes. Also, based on that assumption and the need to maintain high levels of attendance for state reporting, staff are charged with encouraging consistent attendance, rather than sporadic or one-time participation.

Pioneer High School Program Attendance

Nine hundred sixty-three (963) students (unduplicated count) participated in the PHS ASSETs program in 2024-25. The table below illustrates attendance by grade level and hours of participation.

**PHS ASSETs Program Attendance by Grade Level and Hours of Attendance
2024-2025**

Grade Level	Hours of Attendance					
	<15	15-44	45-89	90-179	180-269	>269
9	160	60	23	20	1	1
10	187	72	21	16	1	1
11	117	55	37	22	6	1
12	103	28	12	18	0	1

Five hundred sixty-seven students (59%) attended fewer than 15 hours of programming. Ninety-three students (10%) attended between 45 and 89 hours (the equivalent of 15 – 30 days of programming), and 84 students (9%) attended between 90 and 269 days of programming (the equivalent of 30 and 90 days of programming). Of those attending over 90 hours, four attended over 269 hours.

While these results show the hours of attendance, the number of hours a student attended on each day varied greatly from student to student and day to day, based on the activities available each day. Many of those students attended more than 90 calendar days because they chose to attend two hours of programming each day, rather than three. The outcomes for these students were similar to those for students in this attendance group whose attendance averaged two to three hours per day.

As mentioned above, the CDE assesses attendance by impressions. The expectation is 25,000 impressions per year. An Impression is an unduplicated student contact on a single day.

	Semester 1	Semester 2	Total
2024-25	5,581	10,737	16,318
CDE Target	12,500	12,500	25,000
Difference between 2024-25 PHS ASSETs and CDE Target	-6,919	-1,763	-8,682

While the number of impressions for fall 2024 seems low compared to the CDE expectation, PHS was launching a new program. Once the program was fully up and running, impressions reached 86% of the CDE target in the spring semester. Over the course of the year, the number of impressions at PHS were 65% of the CDE target. Based on the change between the first and second semesters, staff predict that the total number of impressions in 2025-26 will be much higher.

Woodland High School Program Attendance

A total of 766 students (unduplicated count) participated in the WHS ASSETs program in 2024-25, representing a decrease of 150 students (17.84%) compared to 2023-24 attendance (916 students).

The table below displays the WHS ASSETS program attendance by grade level and hours of attendance. Fifty-three percent of students attended fewer than 15 hours. Ten percent attended between 45 and 89 hours, the equivalent of 15 – 30 days of programming, and 10% attended between 90 and 269 days of programming, the equivalent of 30 and 90 days of programming. Of those attending over 90 hours, only 13 attended over 269 hours.

**WHS ASSETs Program Attendance by Grade Level and Hours of Attendance
2024-2025**

Grade Level	Hours of Attendance					
	<15	15-44	45-89	90-179	180-269	>269
9	158	37	26	9	4	1
10	92	38	17	9	9	0
11	69	60	16	16	5	7
12	86	75	16	10	2	4

As mentioned above, the CDE assesses attendance by impressions. The expectation is a total of 25,000 impressions per year. An “impression” is an unduplicated student contact on a single day.

	Semester 1	Semester 2	Total
2023-24	10,240	8,160	18,400
2024-25	9,293	11,291	20,584
CDE Target	12,500	12,500	25,000
Difference between 2024-25 WHS ASSETs and CDE Target	-3,207	-1,209	-4,416

In 2024-25, program attendance reached 82.3% of the CDE-established target. This was a substantial improvement over 2023-24, when program attendance was 73.6% of the target.

REGULAR SCHOOL ATTENDANCE

The school attendance outcome is based on the assumption that an engaging program and personalized support will encourage students to attend school more regularly.

While the ASSETs program is open to and serves all students, the intention is for the program to have the greatest impact on students whose attendance and school performance in the previous year were below expectations. As a result, the evaluation measures improved school attendance for students with an attendance rate of less than 90% in the previous year.

Specifically, the required GPRA performance indicator for regular school attendance for program participants is:

GPRA #3 – Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

Pioneer High School Regular School Attendance

The table below shows school attendance outcomes for ASSETs participants at PHS, disaggregated by hours of ASSETs attendance.

**PHS ASSETs School Attendance Growth – GPRA #3
2024-25**

	Hours of Program Attendance					
	<15	15-44	45-89	90-179	180-269	>269
Grades 9-12	567	215	93	76	8	4
< or = 90% 2023-24 Attendance	103	36	14	8	2	1
Attendance Improved 2024-25	80	33	11	6	2	1

Overall, 164 of the 963 students participating in the ASSETs program in 2024-25 had an attendance rate of 90% or below in 2023-24, and *81% of those improved their school attendance in 2024-25.*

Woodland High School Regular School Attendance

The table below shows school attendance outcomes for ASSETs participants at WHS, disaggregated by hours of ASSETs attendance.

**WHS ASSETs School Attendance Growth – GPRA #3
2024-25**

	Hours of Program Attendance					
	<15	15-44	45-89	90-179	180-269	>269
Grades 9-12	405	210	75	44	20	12
< or = 90% 2023-24 Attendance	86	20	6	1	0	0
Attendance Improved 2024-25	76	18	5	1	0	0

Overall, 113 of the 766 students participating in the WHS ASSETs program in 2024-25 had a school attendance rate of 90% or below in 2023-24, and *88% of those improved their school attendance in 2024-25.*

ACADEMIC ACHIEVEMENT

The GPRA indicator related to academic achievement for secondary school students participating in ASSETs programs is:

GPRA #2 - Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

The performance target is improvement. No standard has been established for the amount of improvement expected.

Pioneer High School Academic Achievement

The table below shows the number of PHS ASSETs participants in grades 10-12 with GPAs for both 2023-24 and 2024-25 who had GPAs below 3.0 in 2023-24 who showed improvement in 2024-25.

PHS ASSETs GPA Growth – GPRA #2

2024-25

	Hours of Attendance					
	<15	15-44	45-89	90-179	180-269	>269
Grade 10-12 Program Attendance	407	155	70	56	7	3
GPA 2023-24 <3.0	166	63	18	13	0	2
GPA improvement 2024-25	97	44	14	8	0	0

Two hundred sixty-two 10th – 12th grade students attending the PHS ASSETs program had a 2023-24 GPA below 3.0. Of those, 163 (62%) increased their GPA to 3.0 or better, achieving this GPRA indicator.

Woodland High School Academic Achievement

The table below shows the number of WHS ASSETs participants in grades 10-12 with GPAs for both 2023-24 and 2024-25 who had GPAs below 3.0 in 2023-24 who showed improvement in 2024-25.

WHS ASSETs GPA Growth – GPRA #2

	2024-25					
	Hours of Attendance					
	<15	15-44	45-89	90-179	180-269	>269
Grade 10-12 Program Attendance	247	173	49	35	16	11
GPA 2023-24 <3.0	153	73	24	10	6	2
GPA improvement 2024-25	77	39	10	6	3	0

Two hundred sixty-eight 10th – 12th grade students attending the WHS ASSETs program in 2024-25 had a GPA below 3.0 in 2023-24. Of those, 135 (50%) increased their GPA to 3.0 or better. This is substantially lower than for the outcome for this indicator in each of the previous two years when over 90% of participating students increased their GPAs to over 3.0.

The ASSETs program is not the only variable affecting academic improvement. PHS and WHS staff and academic programs are primarily responsible for this; however, there is a clear expectation that the additional services of ASSETs will provide additional incentives and support for those who need them most.

STUDENT PROGRAM SATISFACTION

Student satisfaction was measured through student surveys and focus group interviews.

Number of Surveys Collected in Spring 2025

	PHS	WHS
Number of Student Surveys	60	22
Number of Staff Surveys	20	34

HIGHLIGHTS OF STUDENT SURVEYS

Pioneer High School Student Surveys

- Half of the respondents report participating in academic support activities (Learning Center, homework help, etc.).
- Over 70% of students report feeling welcome in ASSETs activities (60% - Definitely; 12% - Mostly). Twenty-two percent responded that they were “neutral” on the issue. Very few reported that they did not feel welcome.
- The results were similar for the item, “Do you feel safe while participating in ASSETs activities?” Sixty-seven percent reported feeling safe all or most of the time, and 27% were neutral (Sometimes I feel safe and sometimes I don’t.).
- Seventy-five percent reported that they feel supported by ASSETs staff.
- Eighty-three percent reported that ASSETs has helped them with their schoolwork (48% - A lot; 23% - Somewhat; 12%-A little).
- Eighty-seven percent reported that participating in the ASSETs program helped improve their grades (52% A lot; 17% Somewhat; 18% a little).
- Eighty-eight percent said that the ASSETs program helped them learn new skills or explore new interests.
- Ninety-three percent reported that the ASSETs program helped them feel more connected to their school.
- Half (50%) noted that they have participated in a leadership role in the ASSETs program.
- Seventy percent reported that they have had the opportunity to design a program activity or to give feedback on how an activity is designed (48% - Yes; 23% - A little).

- Eighty-nine percent believe their ideas are listened to by ASSETs staff.
- Seventy-five percent said they trust ASSETs staff (53% - Yes, definitely; 22% - Yes, somewhat).
- Forty-eight percent of respondents reported that ASSETs staff have talked to one of their parents. The rest either responded “no” (32%) or “I don’t know” (20%).
- Fifty-two percent of respondents reported that ASSETs staff have talked with one of their teachers to help them with school. The rest either responded “no” (30%) or “I don’t know” (28%).

A PDF of the full survey results is attached.

Woodland High School Student Surveys

- Sixty percent of the WHS respondents report participating in academic support activities (Learning Center, homework help, etc.).
- Seventy-seven percent of students report feeling welcome in ASSETs activities. None reported that they did not feel welcome.
- All but one respondent reported feeling safe in ASSETs activities.
- Eighty-six percent reported that they feel supported by ASSETs staff.
- Ninety-five percent reported that ASSETs has helped them with their schoolwork.
- Ninety-five percent reported that participating in the ASSETs program helped improve their grades.
- Ninety-five percent said that the ASSETs program helped them learn new skills or explore new interests.
- Sixty-eight percent reported that the ASSETs program helped them feel more connected to their school.
- Half (50%) noted that they have participated in a leadership role in the ASSETs program.
- Sixty-four percent reported that they have had the opportunity to design a program activity or to give feedback on how an activity is designed.
- All (100%) believe their ideas are listened to by ASSETs staff (77% - Definitely; the rest responded “A little” or “Neutral”).
- Sixty-four percent of respondents reported that ASSETs staff have talked to one of their parents.

- Forty-five percent of respondents reported that ASSETs staff have talked with one of their teachers to help them with school.

A PDF of the full survey results is attached.

COLLABORATION

COMMUNITY PARTNERSHIPS

The ASSETs program had several key partners in 2024-25, including:

- Woodland Joint Unified School District (WJUSD)
 - Pioneer High School
 - Woodland High School
- Taller de Arte del Nuevo Amanecer (TANA)
- City of Woodland
- California State University, Sacramento
- University of California, Davis
- Yolo County Office of Education

WJUSD is Empower Yolo's ASSETs Co-applicant and key partner. The District provides space for both programs and collaborates on several program components and activities such as the Learning Center, sports activities, Link Crew, the Freshman Leadership Academy, and more. ASSETs is one of the Expanded Learning programs in WJUSD, and the WJUSD Expanded Learning Coordinator is the district's liaison with the ASSETs program.

All partners are directly involved in the provision of student ASSETs activities and/or professional development for staff.

Communication with partners took place between ASSETs staff and each partner individually, and they were focused on planning the details of service delivery and gaining informal feedback. There were no collaborative meetings that included all the partners.

Coordination with the regular school day has long been a struggle for the ASSETs program. On the teacher and staff survey, 45% of respondents at PHS and 21% at WHS responded "not at all" or "not very familiar" to the question about familiarity with the ASSETs program. Thirty-five percent at PHS and 45% at WHS reported that they didn't know enough about the program to refer students, or they didn't know they could refer students to the program. However, of those who were familiar with the program,

almost all were very satisfied with the program and believed ASSETs is having a positive impact on students. None of those who were aware of the ASSETs program indicated dissatisfaction with the program.

The program at WHS has had an ongoing space issue. Over the years, the spaces allocated for ASSETs activities have been small (smaller than full-size classrooms) and have changed regularly. Students and ASSETs staff have repeatedly commented on the lack of sufficient, consistent space that students could call their own.

At PHS, ASSETs has been assigned a centrally located full-size classroom as a permanent program space.

Despite the challenges associated with coordinating the program with the regular school day program, some notable improvements were made in 2024-25. Staff at PHS joined the school's Wellness Committee and became part of the Response to Intervention (RtI) process at the school, including ASSETs as both a Level 1 and Level 2 intervention. This provided a source of student referrals and helped staff learn more about students so support could be targeted and focused on the specific needs of students, particularly in terms of behavioral support. Site Coordinators at both sites began attending school staff meetings to improve awareness of ASSETs activities.

COLLABORATION WITH PARENTS

Collaboration with parents is limited. Both sites hold parent meetings to provide information to parents and gather parent feedback. In 2024-25, PHS ASSETs staff held eight parent meetings, and WHS ASSETs staff held nine parent meetings. Attendance at these meetings was low. Most other parent engagement activities were informal or sporadic. Despite the limited focus on parent engagement, a significant percentage of student survey respondents indicated that ASSETs staff had spoken with one of their parents. While the survey response rate was low, this indicates that there is some individualized parent outreach taking place.

CONCLUSIONS

PROGRAM STRENGTHS

- The program launch at PHS was well-executed by site staff and the Project Director (Empower Yolo Director of Youth Programs). The program grew quickly, was well received by students and staff, and demonstrated positive outcomes. The PHS program benefited from Empower Yolo's experience with ASSETs program at WHS.
- The Project Director has significantly improved the quality of the program over the past two years in many areas, particularly communication with school administration, program quality, and mentoring and guidance of ASSETs staff.
- Over 80% of students at both sites with school attendance rates at or below 90% in 2023-24 demonstrated improvements in regular school attendance.
- Sixty-two percent of the ASSETs students at PHS who had GPAs below 3.0 in 2023-24 improved their GPAs in 2024-25.
- Empower Yolo is a source of support for youth and families with needs that cannot be addressed by the school. The ASSETs program has given students and families better access to resources.
- The WYC at both sites is active and engaged. Students develop fundamental leadership skills and put them to work in many ways, from fundraising to implementing socially responsive public information campaigns.
- Staff have created a culture of social responsibility and community service among participants, resulting in a sense of agency among students to create change.

- Students feel very welcome and comfortable. Staff speak Spanish, and Spanish-speaking students report feeling included and supported. At both sites, students report ASSETs as being a “safe space.”
- Staff have made efforts to improve collaboration with outside organizations.
- Staff have embraced the CQI process, meeting three times during the year to take a focused look at state standards and their performance in each area. The process has resulted in improvements related to most quality standards.
- Data collection has improved over the past year. While some data issues remain, there has been substantial improvement.
- The number of health and wellness activities grew significantly in 2024-25. This included a focus on healthy eating and nutrition and an increase in opportunities for physical activity. This is an excellent example of a program improvement made as a result of the CQI process.
- Students at both sites report high levels of satisfaction with the program, particularly with staff, new health and wellness activities, college trips, and the variety of program activities.

RECOMMENDATIONS

1. **Continue the focus on increasing student attendance.** All of the federal GPRA measures and program funding are linked to attendance, as are the long-term college and career goals of students and their physical, social and emotional wellbeing. The ASSETs program provides support in these areas to supplement what is offered by the schools and to provide access to students who normally would not have access to those services provided by the school. It is critical to reach as many students as possible and to encourage regular attendance to maximize outcomes.
 - a. WHS struggled to overcome the impact of COVID-19 on attendance as did ASSETs programs throughout the state; however, program attendance in 2024-25 was *lower* than for 2023-24. While there are several reasons for this, a concentrated effort should be made to increase student participation in 2025-26.
 - b. Both sites should consider ways to increase the attendance of students attending for 15 hours or less. More exposure to program activities and resources is linked to better outcomes.
2. **Increase the opportunities for parent participation at both sites.** Current activities are limited to monthly parent meetings that are not well attended, several special events, and informal communication between parents and staff. ASSETs newsletters and flyers provide information for parents, but there is no evidence that most parents receive this information. Further, there are limited opportunities for parents to provide feedback about the program.
3. **Continue efforts to collaborate with the schools to integrate the program with the regular academic and enrichment programs at the school.** Improvements have been made in this area at both schools over the course of the 2024-25 school year, but outcomes for students could be better with more collaboration. If teachers knew about the program and that they could refer students to ASSETs for academic and social support, more students would benefit from the program.
4. **Increase outreach to collaborative partners and investigate ways to improve parent involvement.** Not only should these include outreach to individual partners, but staff should also investigate opportunities to bring partners together for program feedback. A meeting of the full collaborative, held

at least quarterly, would make a significant difference in this area, as would targeted efforts to involve new community agencies in program services. Incorporating WJUSD in this effort is critical. Because WJUSD is the program co-applicant, *WHS community partners should also be ASSETs community partners.*

5. **Continue to engage students in leadership roles.** ASSETs staff do a very good job of listening to students and providing an opportunity for students to select activities. The Woodland Youth Council, Teen Leadership Camp, Kids Day Camp, and some other activities are excellent opportunities for participants to step into leadership roles. However, students believe they could have even more say into what activities are included in the program and that they should have more leadership opportunities.
6. **Continue with the CQI process to promote continuous improvement and make the process more inclusive.** Explore ways to include parents, collaborative parents, and students in the process *more directly*. Surveys, focus groups, and informal conversations do provide opportunities for feedback, generating information that is useful in the process, but more direct participation could lead to improvements that would improve attendance and other outcomes. Some examples of this are holding discussions during collaborative meetings about the *Quality Standards*, interviewing teachers, and facilitating CQI discussions within the WYC that mirror the process that staff use three times per year. These are just some examples. ASSETs staff should explore the approaches that would work the best within the current program.

Woodland High School
Pioneer High School
ASSETs CQI #1 Summary
October 2024

WHS	PHS
Standard – Safe and Supportive Environment	
<p>How can we improve?</p> <ul style="list-style-type: none"> • Co-create behavioral agreements with students and post them. • Provide more positive reinforcement (calling parents with good news, acknowledging positive behavior and accomplishments, etc.). • Develop after-school safety procedures • Develop a token or point system to promote positive behavior. • Get CPR/first aid training (staff) <p>Priority: Behavioral agreements</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> • Work with the students to develop behavioral agreements/expectations. • Conduct safety training/scenarios with students. • Develop after-school safety procedures • Get CPR/first aid training (staff) <p>Priority: Behavioral agreements</p>
Standard – Active and Engaged Learning	
<p>How can we improve?</p> <ul style="list-style-type: none"> • Facilitate activities to guide students to gather evidence that supports their perspectives (talk with other students, research, etc.). • Make posters about colleges, monthly themes, etc. – research. <p>Priority: Facilitate activities to guide students in gathering evidence that supports their perspectives.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> • Administer monthly surveys to gather information about student interests. • Be more intentional about how to incorporate students’ strengths into our activities (student learning styles). • Ask students what they are interested in. <p>Priorities: 1) Monthly surveys, 2) incorporate technology/internet into activities.</p>
Standard – Skill Building	
<p>How can we improve?</p> <ul style="list-style-type: none"> • Have more adulting workshops – credit, budgeting, loans, etc. • Hold a workshop for writing college essays. • Make goals and learning objectives clearly visible to students. • Work on sequencing skills in activities (building on previously learned skills). <p>Priorities: 1) Adulting and other workshops, 2) post learning objectives and communicating them to students.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> • Review lesson plans and follow through with activities. • Put the name of the activity and the learning objectives on the whiteboard. • Start a “Life After High School” club to talk about career and higher education pathways. • Work with seniors to help them with community service hours (target seniors; don’t wait until the end of the year) <p>Priority: Put learning objectives on the board.</p>

Woodland High School
Pioneer High School
ASSETs CQI #2 Summary
January 2025

WHS	PHS
Standard – Youth Voice and Leadership	
<p>How can we improve?</p> <ul style="list-style-type: none"> • Ask more for student feedback. • Implement a suggestion box. • Identify more authentic opportunities for student leadership <p>Priorities: 1) Introduce a suggestion box. 2) Identify ways to get more student feedback.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> • Include more youth involvement in program and activity design. • Provide training for staff in strategies for incorporating youth voice. • Develop after-school health and safety plans (separate from the regular school plans). • Reflect on activities with students. <p>Priorities: 1) Incorporate students more in planning. 2) Reflect with students after each activity.</p>
Standard – Healthy Choices and Behaviors	
<p>How can we improve?</p> <ul style="list-style-type: none"> • Provide staff professional development on nutrition. • Look for online research-based nutrition curricular materials. • Review school wellness plan and develop an afterschool companion plan. <p>Priority: Identify free online curricular materials on nutrition.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> • Provide PD for staff on social=emotional learning. • Provide PD for staff in healthy lifestyles. • Look for online research-based nutrition curricular materials. <p>Priorities: Professional development for staff on healthy nutrition and lifestyles.</p>
Standard – Quality Staff	
<p>How can we improve?</p> <ul style="list-style-type: none"> • Provide training for staff on grant requirements and budget. • Get feedback from other stakeholders (Fellows, etc.). • Look into state standards in ELA, Health, and CTE. <p>Priority: 1) Train staff in grant requirements.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> • Provide professional development for staff on youth development principles. • Incorporate district standards and curricula and research-based youth development principles • Recruit more volunteers <p>Priority: PD for staff in youth development principles.</p>

Woodland High School
Pioneer High School
ASSETs CQI #1 Summary
March 2025

WHS	PHS
Standard – Clear Vision, Mission, and Purpose	
<p>How can we improve?</p> <ul style="list-style-type: none"> Continue to inform everyone about ASSETs' mission, vision, and purpose. Tell students what is important about what they are learning (relevance). Make sure collaborative partners know why we need them and their roles. Implement collaborative partner meetings. Community better with parents. <p>Priority: Find an effective way to communicate with parents and confirm they received our communications.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> Review mission statement and outcome targets. Review with families and stakeholders and discuss how they can help. Post the ASSETs mission and vision in the room and outside the room. Ask students if we should revise the mission or vision. <p>Priorities: 1) Post the mission/vision statement in and outside the room. 2) Incorporate the mission/vision statement and outcomes in parent meetings more often.</p>
Standard – Collaborative Partnerships	
<p>How can we improve?</p> <ul style="list-style-type: none"> Share attendance goals and results with staff at staff meetings. Hold more partner meetings. Create a Donor Honor Roll for donors. Send thank you notes to organizations that donate to or support us. <p>Priority: Give an attendance update to school staff.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> Include community partners in newsletters and highlight partner contributions. Send the newsletter to parents through their personal emails. Administer parent surveys to ensure that parent voices are heard. Hold annual collaborative meetings. Have more communication about attendance and other outcomes with school staff. <p>Priorities: 1) Make and communicate learning goals to students. 2) Incorporate more projects. 3) Develop and implement a structured way to facilitate youth reflections after activities.</p>
Standard – Diversity, Access, and Equity	
<p>How can we improve?</p> <ul style="list-style-type: none"> Translate some program materials into languages other than Spanish. Celebrate the different heritage and history months. Provide diversity and sensitivity trainings for youth. Strategize how to recruit students from other ethnicities (not just Latino). Hold a multicultural event for families, in collaboration with WHS teachers. <p>Priority: Translate key program information (newsletters and club lists/info) into languages other than Spanish.</p>	<p>How can we improve?</p> <ul style="list-style-type: none"> Have more activities around culture, race, color, and religion Have more diversity celebrations, including Coming Out Day, cultural months, PRIDE, etc. Develop more diverse and equitable outreach materials. Ask both boys and girls, both separately and together, what types of activities they would like to see so all can participate. <p>Priority: Gather insight from students on activities for boys and girls.</p>

Woodland High School ASSETs

Continuous Quality Improvement Session

10/31/2024

Focus Standards for This Session:

- Safe and Supportive Environment
- Active and Engaged Learning
- Skill Building

Instructions

1. Save a copy of this document before you write on it. Rename the copy to include your name, WHS CQI, and the date in the title of the document.
2. Go to the page for each focus area.
3. On the rating sheet, rate each indicator (bullet) on a scale of 1 to 5 (1= Strongly Disagree. 5= Strongly Agree). If you don't know anything about the indicator, you can write Don't Know, but please do not say that you don't know just because you don't know how to rate the item. It is for items that you don't have any information or knowledge of.
4. Please consider each item thoughtfully when you decide on a rating and make comments.
5. In the Comments section for each item, make notes about specifically why you assigned the rating you assigned. What evidence is there? Do you have any examples?

Name:

Role/Title:

Standard — Safe and Supportive Environment

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Indicator	Rating	Comments
Program directors work closely with school leaders to create school-aligned health and safety procedures for the expanded learning program.		
The program develops policies and procedures to: <ul style="list-style-type: none">• Clearly communicate health, safety, and behavior procedures with staff, participants, and families.• Clearly identify the health and medical needs of participants.• Ensure that staff are easily identifiable to participants, families, and other stakeholders (e.g., staff shirts, vests, badges, etc.).• Ensure that staff, participants, families, and school partners understand where participants are located throughout the duration of the program.• Ensure that staff are trained in safety and first aid.• Clearly document and communicate incidents (i.e. written reports and phone records).• Maintain an easily accessible list of all participants with current emergency contacts for program activities and field trips.		
The program connects participants and families to services, organizations and other resources that provide support beyond after school and summer programming (e.g., food security, health and mental health services, parent education, and other identified needs).		
The staff respectfully welcome and release participants from the program.		

Standard — Active and Engaged Learning

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Indicator	Rating	Comments
The program provides a variety of activities that are hands-on, project-based, and result in a culminating product.		
The program uses participant feedback, assessments, and evaluations to guide the development of training, curricula, and projects that fully meet participants' needs and interests.		
Staff give participants the experience of learning through multiple senses.		
Staff give participants the opportunity to work in groups that have a clear purpose.		
Staff provide activities that raise awareness, promote thought-provoking discussion and support collaborative interaction with others in the larger community, other cultures, and even globally.		
Staff provide opportunities for participants to think critically, as well as act on issues and opportunities that are important but also of high interest and relevance to them.		
Participants gather evidence to support their ideas and understand other perspectives.		
Participants use modern technology to support their learning.		
All participants in group work are engaged, cooperate in the group's accomplishments and are accountable to one another.		
What can we do to improve in this area?		

Standard — Skill Building

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Indicator	Rating	Comments
Staff select or create projects that relate to young people's lives.		
Staff develop learning goals for each activity and communicate these goals to youth.		
Staff facilitate activities and conversations that increase participants' 21st century skills, sense of personal and social responsibility, and understanding of life and career options.		
Staff use practices that support mastery such as: <ul style="list-style-type: none"> • Providing youth with opportunities to practice skills • Sequencing activities to allow participants to build on previously learned skills. • Facilitating youth reflections and offering constructive feedback to help youth learn from their experiences of successes, mistakes, and failures • Helping youth make links between the activity and their lives outside of the program 		
Participants work in groups where they practice skills such as teambuilding, collaboration, and use of effective communication.		
Participants are involved in projects, activities, and events that increase their understanding and use of 21st century skills (e.g., creativity, critical thinking, and information and communications technology).		
What can we do to improve in this area?		

ASSETs Program Observation Checklist: Evidence of Quality Standards

✓ = Observed or evident in some way.

✓ = Partially observed

✓ = Special note or concern

Safe and Supportive Environment

☐ Staff are easily identifiable (e.g., wearing badges or shirts).

Only one was wearing a badge, not both. If I didn't know who they were, it would have been difficult to sort them out at the beginning.

✓ Staff interact respectfully and warmly with students.

✓ Participants appear safe and comfortable in the environment.

It was a bit crowded, and there were not enough chairs, but the students seemed comfortable with the environment nonetheless. The students report that the space is too small and that restroom access is inconvenient.

✓ Behavior expectations are clearly posted or reinforced positively.

Behavioral expectations are posted, but I did not observe positive reinforcement.

✓ Students show a sense of belonging and community.

Active and Engaged Learning

✓ Students are actively participating in hands-on or project-based activities.

This was not observed in the main program space because there was a presentation by Empower Yolo on Rape Prevention. In Fabrication, however, the students were very engaged and were participating in hands-on, project-based activities.

✓ Group work is evident and purposeful.

This was not observed in the Main program space, but it was observed in the Fabrication Club.

✓ Students use materials, tools, or technology (not just worksheets or passive tasks).

This was not observed in the Main program space, but it was observed in the Fabrication Club.

✓ Activities appear meaningful and relevant to students' lives.

The presentation was on a relevant topic. The projects in Fabrication Club were chosen by students and were very relevant to their lives and future work.

✓ **Staff are facilitating rather than lecturing—students are doing the work.**

The main activity for the day was a presentation, and it was mostly a lecture. However, students were actively engaged in work in the Fabrication Club.

Skill Building

✓ **Activities promote problem-solving, creativity, or communication.**

This was not observed in the main space. It was observed in the fabrication shop..

✓ **Students are practicing skills in real-time (e.g., building, presenting, coding).**

This was not observed in the main space, but it was observed and present in the fabrication space.

❑ **Clear learning objectives are visible or explained.**

I did not observe the learning objectives, nor did I hear them being explained.

✓ **Students are engaged in activities with a culminating product or goal.**

This was not observed, but students reported that some activities of this nature exist. In Fabrication Club, all activities lead to a culminating project or goal.

✓ **Staff provide feedback or coaching to students.**

Youth Voice and Leadership

✓ **Students have choices in what they are working on.**

There was only one key activity in the main room, so there wasn't much choice. In the focus group, the students expressed that they would like more choices. They said that they sometimes have choices, but that staff usually makes the decisions. There was a lot of choice in the fabrication shop.

✓ **Evidence of student-led projects or leadership roles (e.g., youth facilitators, group leaders).**

In the main program space, there was evidence of leadership (WYC), but not student-led projects; however, staff have discussed these in the past. In the shop, there was much evidence of student-led projects and student leadership roles.

✓ **Staff actively seek student input (e.g., by asking for ideas or feedback).**

This was not observed, but students spoke positively about this in the focus group.

✓ **Students speak confidently about what they are doing and why.**

This was not observed in the main classroom space, but students in Fabrication Club spoke *very* confidently about what they were doing in the program and why they were doing it.

Healthy Choices and Behaviors

☐ **Physical activity is offered or taking place.**

This was not observed, but students in the focus group talked about the hikes.

✓ **Nutritious snacks/meals are available (if observed).**

A snack was served at the beginning. Pizza came later.

✓ **Posters or staff promote healthy living messages.**

Staff promote healthy living; there isn't much evidence of the message in the classroom.

☐ **Students demonstrate knowledge of or interest in healthy practices.**

This was not observed.

Diversity, Access, and Equity

✓ **Program materials and visuals reflect student diversity.**

There was some student art posted (very little). There wasn't much to see that reflected student diversity.

✓ **All students, regardless of ability or background, appear welcomed and included.**

✓ **Staff interact equitably with students from all backgrounds.**

✓ **Students' languages, cultures, or identities are affirmed through displays or dialogue.**

They were affirmed through dialogue (Spanish/English). The only relevant displays were the few pieces of art on one wall.

Quality Staff

✓ **Staff are actively supervising and engaging with students.**

✓ **Staff appear skilled and confident in their roles.**

✓ **Staff interactions with students are respectful and culturally responsive.**

☐ **Volunteers or other adults are positively contributing (if present).**

This was not observed.

General Impressions

What went well or stood out positively?

- Most of the students seemed comfortable and happy to be there.
- The students like the staff.
- Fabrication Club is fantastic! The students are engaged and excited, and they are wonderful advocates for the program. However, they really don't see themselves as active participants in ASSETs (except for snacks).

Any areas for growth or further inquiry?

- The physical environment is clean, but not very attractive or inviting. Displays, students' artwork, student projects, posters – all could help make it a much more inviting space. This is a perfect activity for students!
- The program would benefit from more choices for students (other clubs/activities). This is especially important since there aren't many other programs being offered at the school during the after-school hours.

ASSETs Program Observation Checklist: Evidence of Quality Standards

Safe and Supportive Environment

- ☐ Staff are easily identifiable (e.g., wearing badges or shirts).

Dani- Yes; Jennifer – No.

- ✓ Staff interact respectfully and warmly with students.

- ✓ Participants appear safe and comfortable in the environment.

- ☐ Behavior expectations are clearly posted or reinforced positively.

They are not posted, but the behavior was positive, indicating that students understand the expectations.

- ✓ Students show a sense of belonging and community.

Active and Engaged Learning

- ✓ Students are actively participating in hands-on or project-based activities.

This was not observed, but when asked, the students said it is true.

- ☐ Group work is evident and purposeful.

This was not observed.

- ☐ Students use materials, tools, or technology (not just worksheets or passive tasks).

This was not observed; however, the students indicated that they do not use technology, but activities are active and engaging (not based on worksheets).

- ✓ Activities appear meaningful and relevant to students' lives.

- ☐ Staff are facilitating rather than lecturing—students are doing the work.

This was not observed. The main activity for the day was a presentation.

Skill Building

- ☐ Activities promote problem-solving, creativity, or communication.

This was not observed.

- ☐ Students are practicing skills in real-time (e.g., building, presenting, coding).

This was not observed, and the students said this is not true.

☐ **Clear learning objectives are visible or explained.**

I did not observe the learning objectives, nor did I hear them being explained.

☐ **Students are engaged in activities with a culminating product or goal.**

This was not observed, but students said these kinds of activities are common.

✓ **Staff provide feedback or coaching to students.**

Youth Voice and Leadership

☐ **Students have choices in what they are working on.**

Before programming, students could choose the group of students they joined or spoke with. There was only one key activity in the room, so there wasn't much choice, but the Learning Center was available, so students could have chosen that.

✓ **Evidence of student-led projects or leadership roles (e.g., youth facilitators, group leaders).**

There was evidence of leadership (WYC notes on the board), but not student-led projects; however, staff have discussed these in the past.

✓ **Staff actively seek student input (e.g., by asking for ideas or feedback).**

✓ **Students speak confidently about what they are doing and why.**

This was not observed in the classroom, but students in the focus group spoke very confidently about what they were doing in the program and why they were doing it.

Healthy Choices and Behaviors

☐ **Physical activity is offered or taking place.**

This was not observed, but students in the focus group talked about the hikes.

✓ **Nutritious snacks/meals are available (if observed).**

A snack was served at the beginning, and Panda Express was available for those who stayed for My Strength.

✓ **Posters or staff promote healthy living messages.**

Staff definitely promote healthy living; there isn't much evidence of the message in the classroom.

☐ **Students demonstrate knowledge of or interest in healthy practices.**

This was not observed.

Diversity, Access, and Equity

☐ **Program materials and visuals reflect student diversity.**

In the room, there was really nothing but flyers. There wasn't much to see that reflected student diversity.

✓ **All students, regardless of ability or background, appear welcomed and included.**

✓ **Staff interact equitably with students from all backgrounds.**

✓ **Students' languages, cultures, or identities are affirmed through displays or dialogue.**

They were affirmed through dialogue (Spanish/English), but not through displays.

Quality Staff

✓ **Staff are actively supervising and engaging with students.**

✓ **Staff appear skilled and confident in their roles.**

✓ **Staff interactions with students are respectful and culturally responsive.**

✓ **Volunteers or other adults are positively contributing (if present).**

Somewhat. One of the students doing community service was not very active or involved, but others were. Dani was very involved.

General Impressions

What went well or stood out positively?

- There is a positive and welcoming environment, and the students seem genuinely happy to be there. There seems to be a sense of ownership in the program.
- The students really like the staff.
- There were many students there immediately after school for snack and general socializing, but then it decreased to 14 students for the Mental Health Awareness presentation.
- Staff helped a very shy student to join in (meaning, come in) for snack.

Any areas for growth or further inquiry?

- There were many students there immediately after school for snack and general socializing, but then it decreased to 14 students for the Mental Health Awareness presentation. More activity choices might make a difference.
- The physical environment is clean, but not very attractive or inviting. Displays, students' artwork, student projects, posters – all could help make it a much more inviting space. This is a perfect activity for students!
- While staff helped that shy student join in, no students did. He was ignored by students.

Student Focus Group Interview Questions – ASSETs Program

Engagement & Enjoyment

1. What do you usually do during the afterschool program? What are your favorite activities?
2. What makes you want to come to the —or not come sometimes?
3. Do the activities feel fun and interesting to you? Why or why not?

Skill Building & Learning

4. Have you learned any new skills here—like teamwork, communication, or something hands-on or technical?
5. Can you think of a time when you were proud of something you did in the program? What was it?

Youth Voice & Belonging

6. Do you feel like your ideas matter in the program? Are there times when staff ask for your input or let you make decisions?
7. Do you feel like you belong in the program? Why or why not?
8. Do students of all backgrounds feel welcome here? What makes it feel inclusive (or not)?

Support & Relationships

9. Do the staff in the program treat you with respect? Do they help you when you need it?
10. Do you feel safe in the program—physically and emotionally? What contributes to that feeling?

Suggestions for Improvement

11. If you could change one thing about the program, what would it be?
12. Is there something we're missing—something you wish we offered after school?
13. What do you think we could do to get more students to come to the program?

Pioneer High School ASSETs Program Teacher & Staff Survey

20 responses

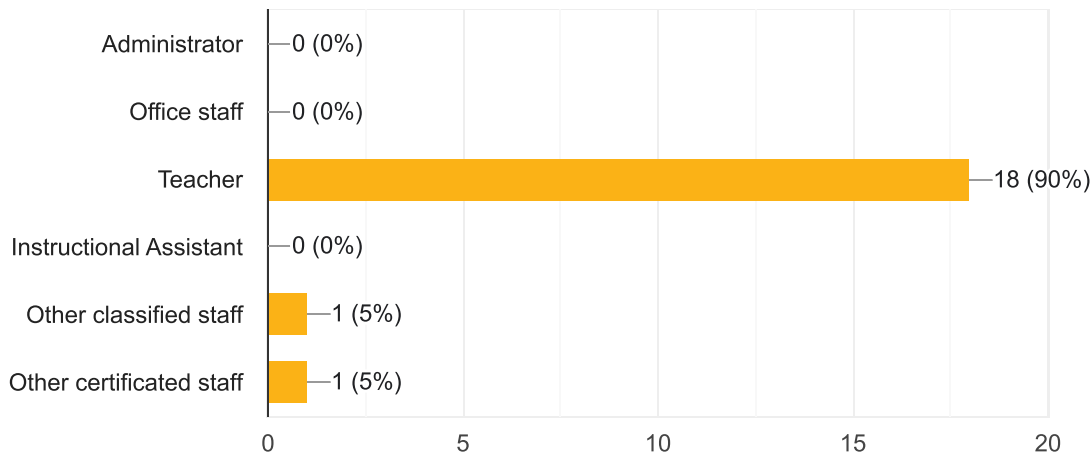
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Section 1: About You

What is your position? (Select all that apply.)

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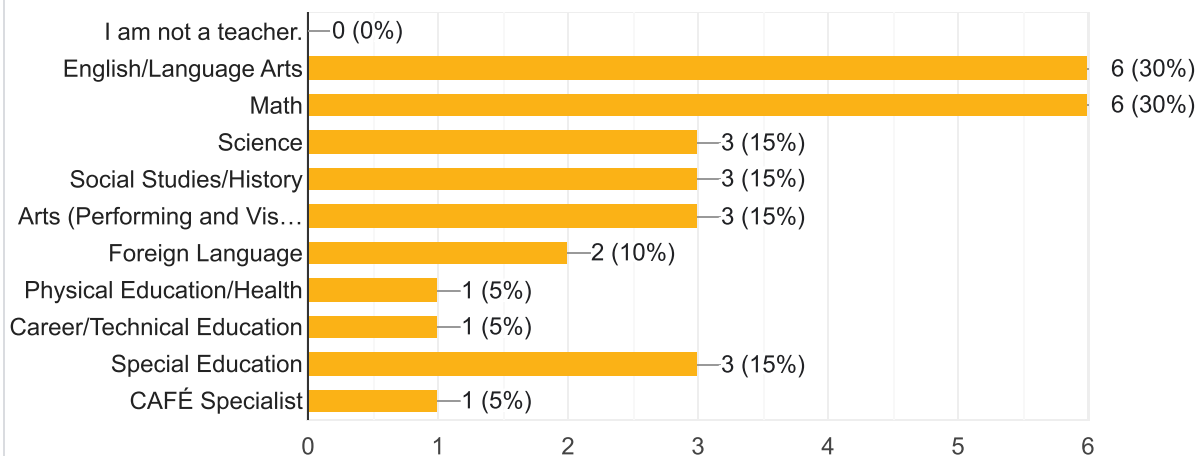
20 responses



What subjects do you teach? (Select all that apply.)

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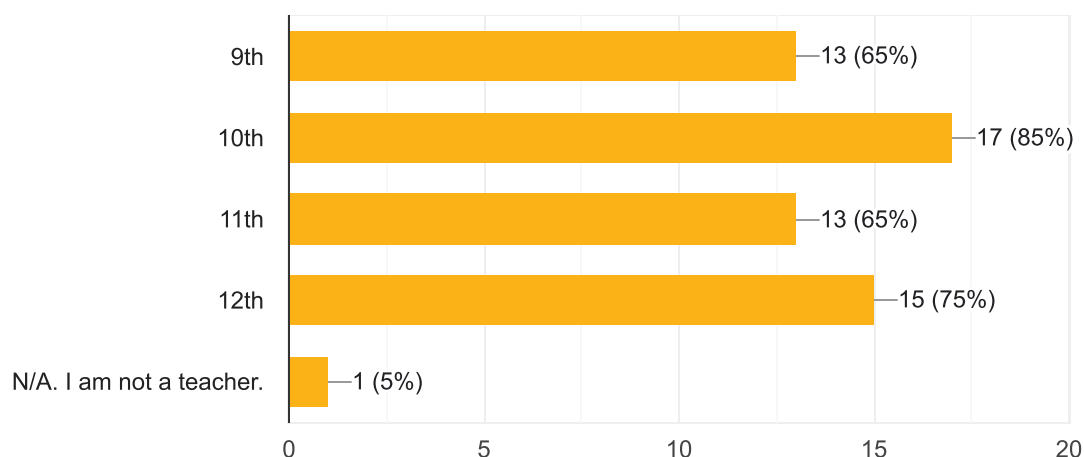
20 responses



What grade levels do you teach? (Select all that apply.)

 Copy

20 responses

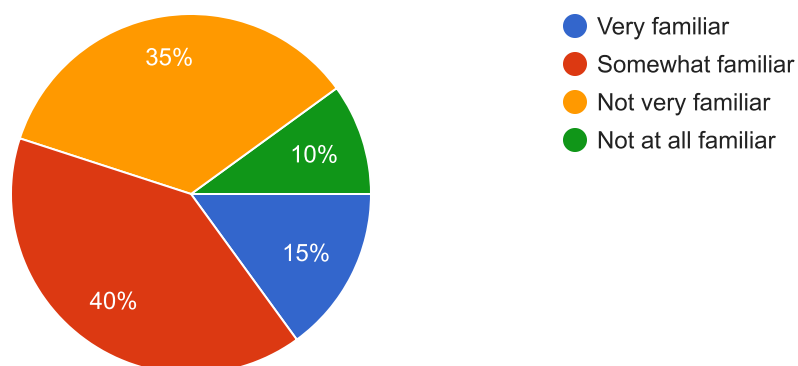


Section 2: Program Impact

How familiar are you with the specific activities and offerings of the ASSETs program?

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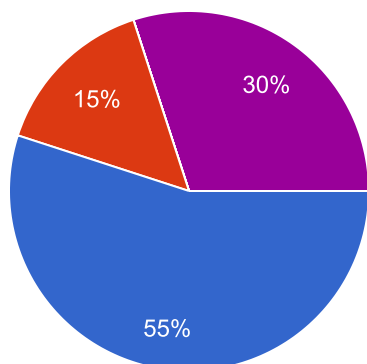
20 responses



Do you think the ASSETs program is making a positive difference for the students you serve?

 Copy

20 responses



- Yes, definitely.
- Yes, somewhat.
- No, no really.
- No, not at all.
- I don't know enough about the program to know if it is making a difference.



Please explain your answer above, providing specific examples if possible.

14 responses

I've seen students who make it a priority.

Connecting and engaging with school ALWAYS shows improved student outcomes.

I work in D105 (next door) I see students in the assets room daily at lunch and after school.
Maybe 15-40 students

N/A

I'm not sure of the programs that are associated with it. If there was a list provided I might be able to provide a more clear response.

Some of the students are showing up to school because of Assets.

One student I can think of uses the ASSETs room as a place to feel comfortable at school. I believe it is one reason he comes to school at all. It is helpful when locating him on campus to check the ASSETs room first, because he is likely to be there. He finds peace, acceptance, and good activities there that support his learning and keep him coming back to school so he can learn and get his education.

I have student who is not motivated to do classwork. He feels motivate it to do some assignments if he can go over ASSET club. He expressed that the people there are nice and helpful.

I see many kids go there. Especially during the morning breakfast days. Kids really appreciate being fed.

Students have a safe place to stay during lunch afterschool or if they need help with their homework

Most independent study students do not make use of ASSETs, although it would likely be useful to them. Anxiety and absence from the campus are probably the major factors in their non-participation.

Students have mentioned that they are glad to see it back on campus.

I love all the programs you offer! It is everything from snacks to tutoring to field trips. When I walk by the Union room I see a lot of students in there.

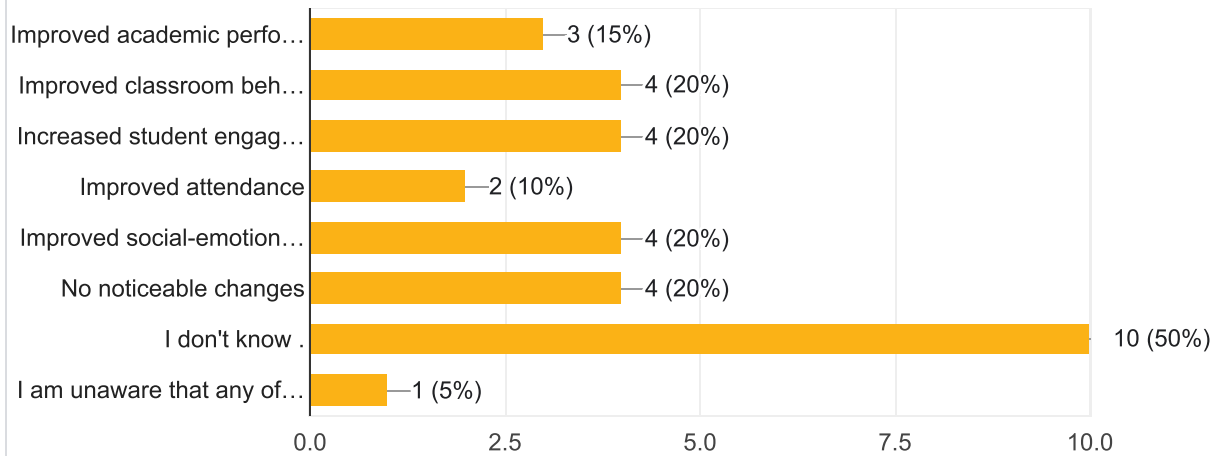
The students get snacks there.



Have you noticed any improvements in student behavior, academic performance, or engagement as a result of their participation in the ASSETs program? (Select all that apply.)

 Copy

20 responses

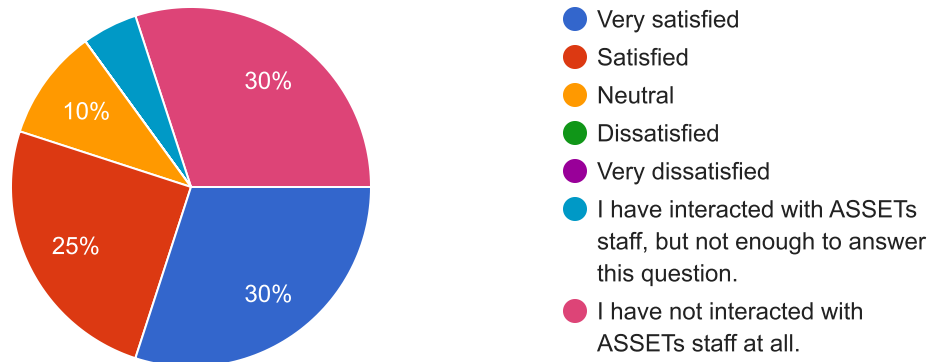


Section 3: Staff and Support

How satisfied are you with the ASSETs program staff?

 Copy

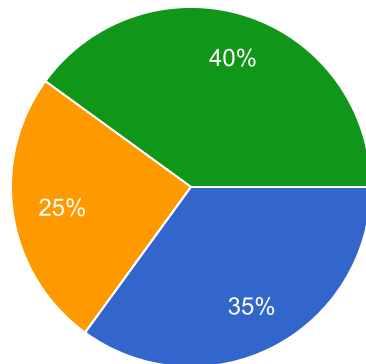
20 responses



Do you feel the ASSETs program staff are responsive to your concerns and suggestions?

 Copy

20 responses



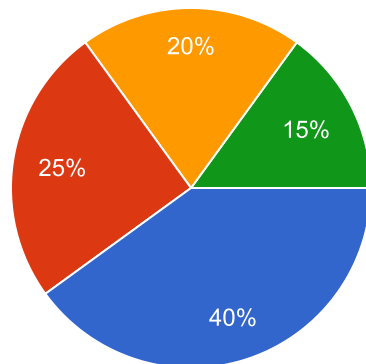
- Yes
- No
- I have interacted with ASSETs staff, but I have not expressed any concerns or suggestions.
- N/A. I haven't interacted with them.

Section 4: Referral and Involvement

Have you referred any students to the ASSETs program?

 Copy

20 responses



- Yes
- No
- I didn't know I could refer students to the program.
- I don't know enough about the program to refer students.



If yes, approximately how many students have you referred?

11 responses

3

40

N/A

2

0

I'm not sure about your definition of the word, 'referred,' but I have recommended the ASSETs room to all my students as a good place to learn, take a break, and do fun activities. It is a place to be after school if the parent is not home or if they want to be with friendly people. It supports mental health and structured social interaction.

1

10

1-2

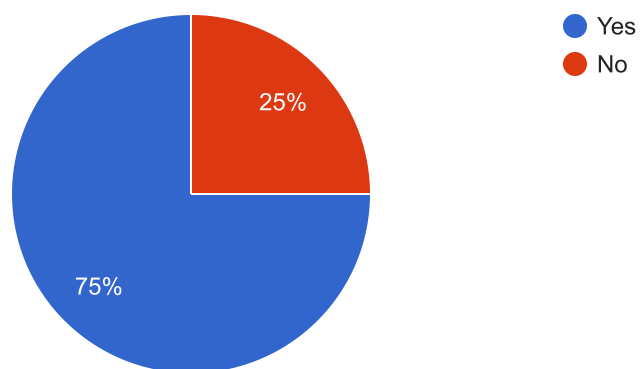
15

n/A

I would like to know more about how I can refer students to ASSETs.

 Copy

20 responses



If you would like to learn more about how to refer students and you would like someone from ASSETs to contact you directly, please give us your name and email address, someone will reach out to you.

7 responses

monica.craggs@wjusd.org

marisa.finlayson@wjusd.org

rebecca.henry@wjusd.org

Crystal Pham: crystal.pham@wjusd.org

Ernst Schneidereit; ernst.schneidereit@wjusd.org

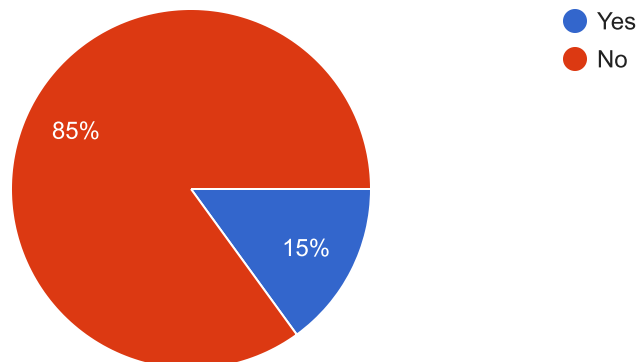
Sara Land sara.land@wjusd.org I just mention the name and the room.

Sam Jensen sam.jensen@wjusd.org

Has anyone from the ASSETs staff reached out to you personally to ask if you have any students the program can help?

 Copy

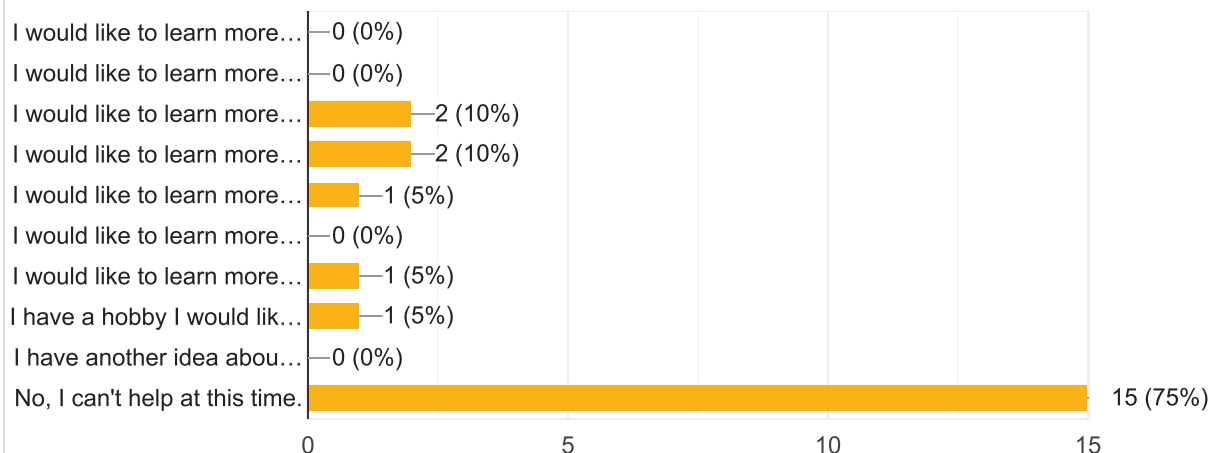
20 responses



Would you be willing to assist with the ASSETs program? *You can be compensated for your time.* Note: Any staff member can assist with activities and events. Tutoring is limited to teachers, instructional assistants, or administrators.

 Copy

20 responses



If you indicated that you are willing to help or if you have a question, please give us your name and email so we contact you.

4 responses

I can teach yoga or stretch class after school if you would like. I was a personal trainer and exercise teacher for about 5 years, but it was a while ago...your decision

Sara Land sara.land@wjusd.org

Adam LaBrie - adam.labrie@wjusd.org

N/A

Section 5: Suggestions for Improvement



What suggestions do you have for improving the ASSETs program?

7 responses

N/A

The flyers are great but would be more effective if we had them two weeks in advance.

Maybe you should add advertising ASSETs a little bit more.
Bulletin more often. Flyer version to posted on Canvas.

Release a list of participating students to teachers so that we know whether ASSETs already has the potential to assist with a student matter.

I love the program and would do anything to support it. I know that my time is limited and wished I could offer more support with specific ASSETs clubs and events. Also, you all have lots of great opportunities for students, is it possible to get a weekly calendar for the students? I can post that on Canvas.

no

None



Are there any other comments you would like to share regarding the ASSETs program?

8 responses

N/A

I hope you folks get to stay for next year. You are such a valuable resource for students!

NA

It is a good program for students

I'm all for anything that helps connect students to their school.

Love you all and love what you do for the students! If you are looking for more teachers to help, maybe get an idea of what you need before school starts and then present to the teachers to see what and where they can help with. It is hard to add new clubs to our schedule once the year starts going. Just a thought...love you all!!

no

No

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ASSETs Student Survey - Pioneer High School

60 responses

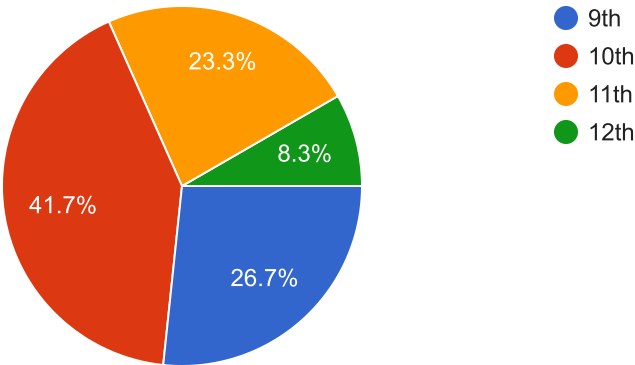
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Section 1: About You Sección 1: Sobre Ti

What grade are you in?
¿En qué grado estás?

[Copy](#)

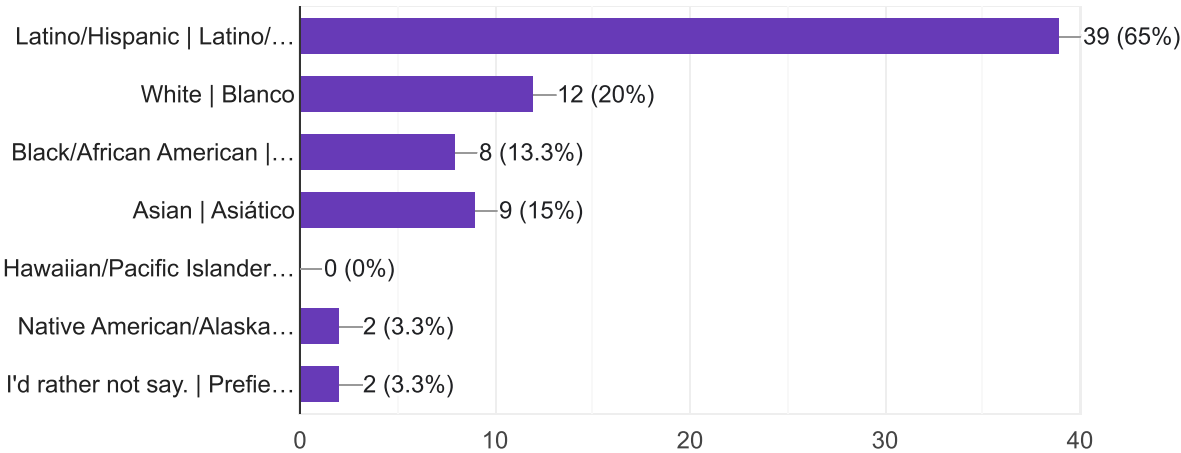
60 responses



What is your race/ethnicity? Choose all that apply.
¿Cuál es tu raza/etnicidad? Marca todas las que correspondan.

[Copy](#)

60 responses



Section 2: Your Experience in the ASSETs Program

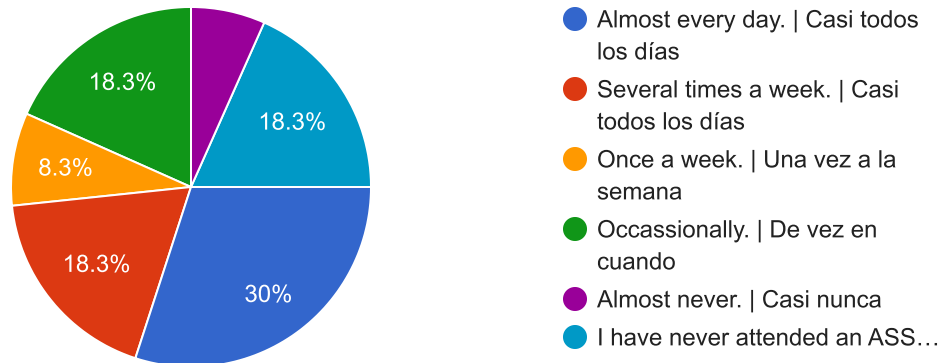
Sección 2: Tu Experiencia en el Programa ASSETs

How often do you attend the ASSETs program? *Mark one option.*

 Copy

¿Con qué frecuencia asistes al programa ASSETs? *Marca solo una opción.*

60 responses

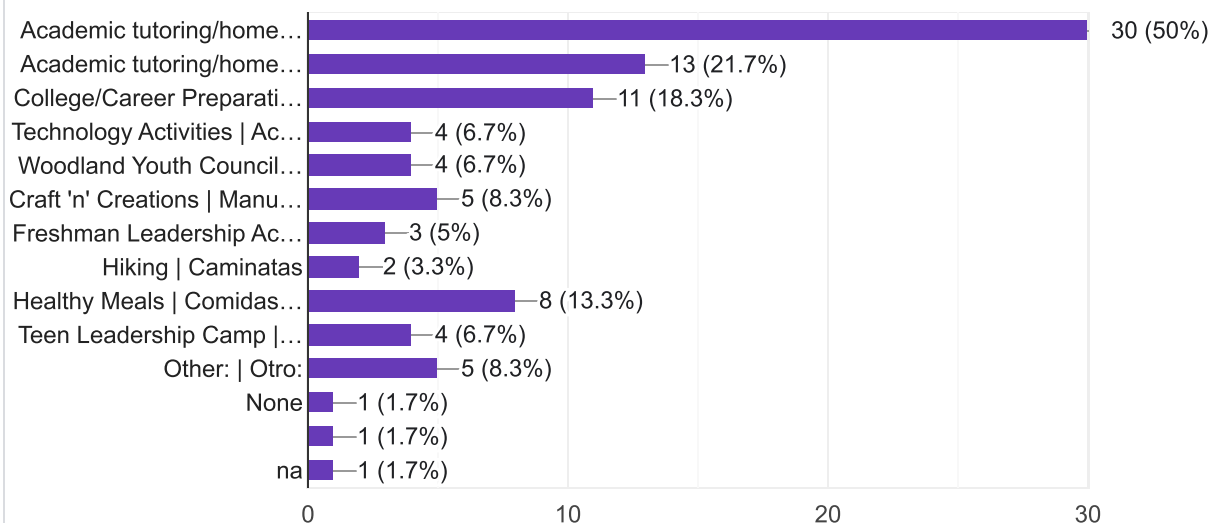


Which ASSETs program activities have you participated in? *Choose all that apply.*

 Copy

¿En qué actividades del programa ASSETs has participado? *Marca todas las que correspondan.*

60 responses

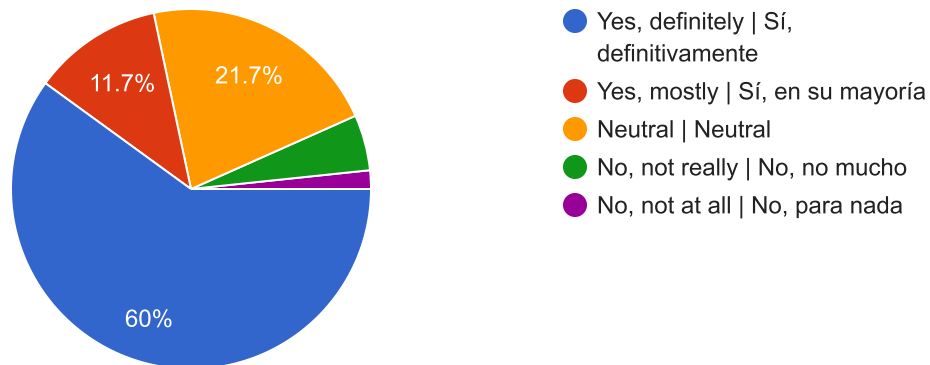


Do you feel welcome in ASSETs program activities?

 Copy

¿Te sientes bienvenido(a) en las actividades del programa ASSETs? *

60 responses

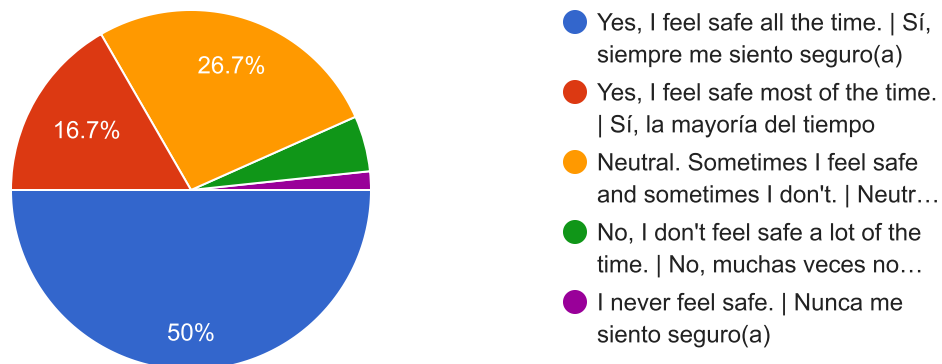


Do you feel safe while participating in ASSETs activities?

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¿Te sientes seguro(a) al participar en las actividades de ASSETs? *

60 responses

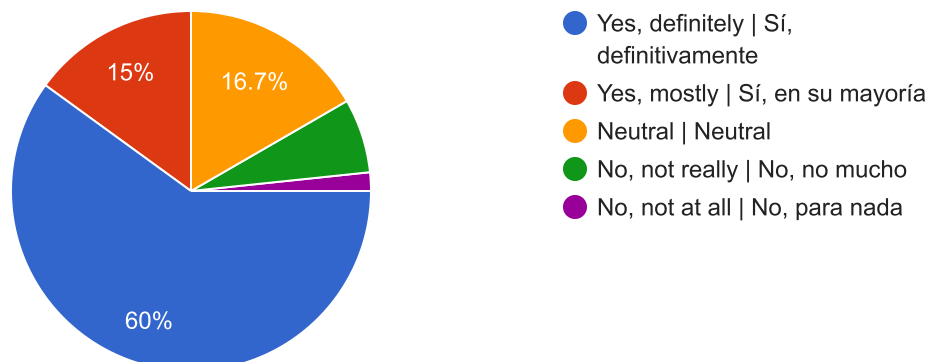


Do you feel supported by the ASSETs program staff?

 Copy

¿Te sientes apoyado(a) por el personal del programa ASSETs?

60 responses

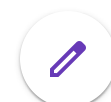
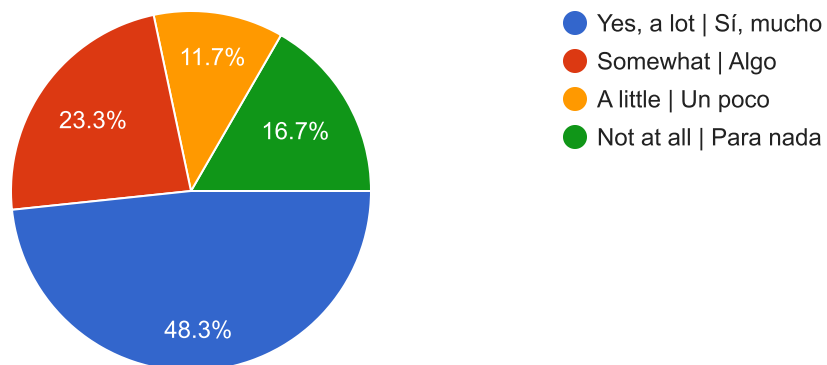


Has the ASSETs program help you with your schoolwork?

 Copy

¿El programa ASSETs te ha ayudado con tu trabajo escolar?

60 responses



Please explain how the ASSETs program helped or didn't help you with your schoolwork. Can you give an example of when the staff really helped you?

Por favor, explica cómo el programa ASSETs te ayudó o no te ayudó con tu trabajo escolar. ¿Puedes dar un ejemplo de cuando el personal realmente te ayudó?

55 responses

Idk

Na

N/a

No

YTS UUAA

Idk

Homeework

I asked Stephanie for help with math work

Ye s

NA

I haven't yet

GIVE ME WATWR FOOD AND CREATS A GREAT SPACE

They have helped me with my english homework before

B

Homework

I just good

They help

Me ayudo en mis tareas



Yes I don't know

Math

I got helped with homework

Hshshdh

Me gusta el programa

It's the best program at the school in my opinion

They help me on homework

Learn

They gave out food which is nice

They had helped me for my homework whenever i needed the help

I haven't gone in for School work help.

They helped me with homework

Yes

They are nice and help with homework

Teacher

Hi

They give me healthy meals

Maybe

Grades up

I don't usually come for help on schoolwork just to do it here.

Idek frl

They are very helpful



They have not helped me

they assisted me with homework

Monkey

It helped

Bags

when i went in to ask for help with chem

with homework

Yes

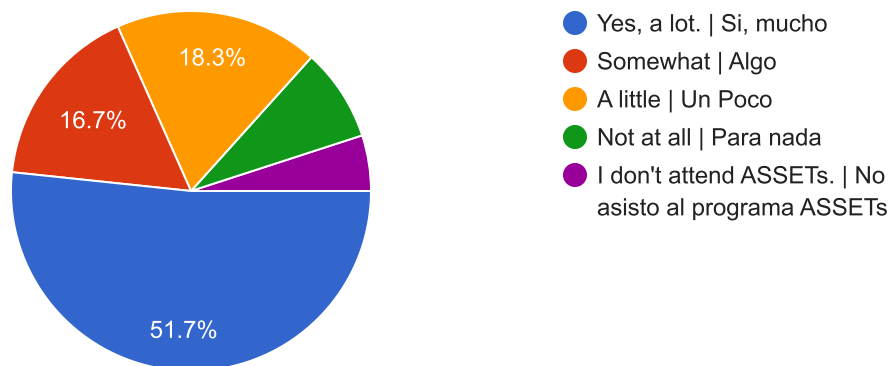
The gave me confidence to do my homework

Do you think participating in the ASSETs program has helped you improve your grades?

 Copy

Por favor, explica cómo el programa ASSETs te ayudó o no te ayudó con tu trabajo escolar. ¿Puedes dar un ejemplo de cuando el personal realmente te ayudó?

60 responses



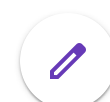
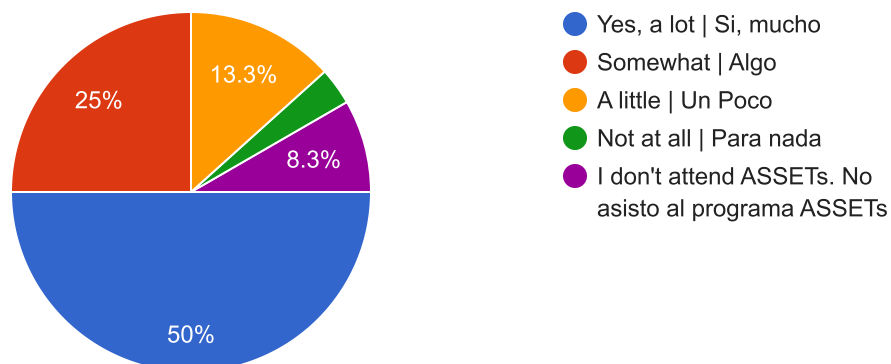
Has the ASSETs program helped you learn new skills or explore new interests?

 Copy

Por favor, explica cómo el programa ASSETs te ayudó o no te ayudó con tu trabajo

escolar. ¿Puedes dar un ejemplo de cuando el personal realmente te ayudó?

60 responses



Please explain how the ASSETs program helped you learn new skills or explore new interests.

Por favor, explica cómo el programa ASSETs te ayudó a aprender nuevas habilidades o explorar nuevos intereses.

49 responses

Idk

Na

Yes

Never done it

gyyy

Helped me go out my comft zone to be in a club

I think so

it helped with worl

Its helped me be more creative

H

Homework

It kk

Me ayudo a mejorar mis habilidades

I don't know

Algebra

N/a

Showed me how to study



Dhdhdh

Maybe more food

They helped me on math

Ok

Let

It helped me be more confident with my peers

It helped me explore things I don't normally do

They took us on trips

I don't know

It helps me learn about teen dating violence

Mom and dad

One

They support me when I do my homework

Araceli

Math

It taught me how to do crafts.

They have helped me learn my skills in Fla

teaches us new things

Monkey

It helped me with my skills

Bsgshd

meeting new people and learning things



learn how to study

N/A

I learned by assest

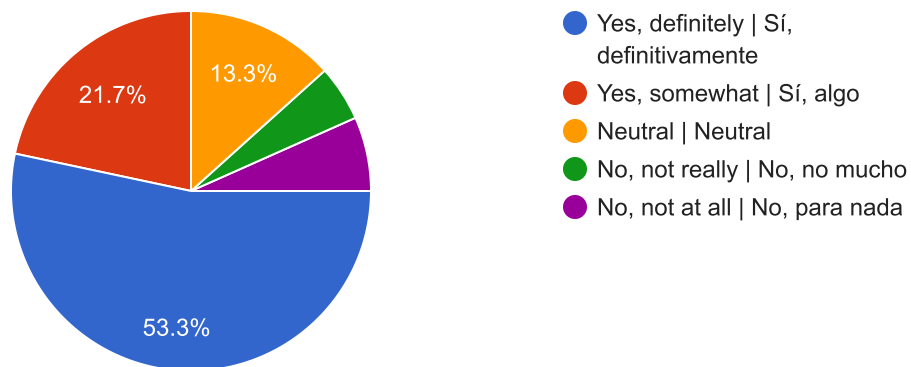
By doing my work

Do you trust the staff working in the ASSETs program?



¿Confías en el personal que trabaja en el programa ASSETs?

60 responses

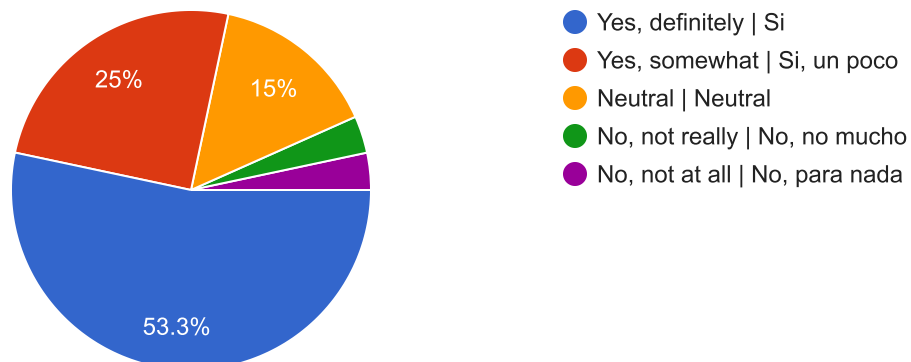


Does the ASSETs program help you feel more connected to your school?



¿El programa ASSETs te ayuda a sentirte más conectado(a) con tu escuela?

60 responses

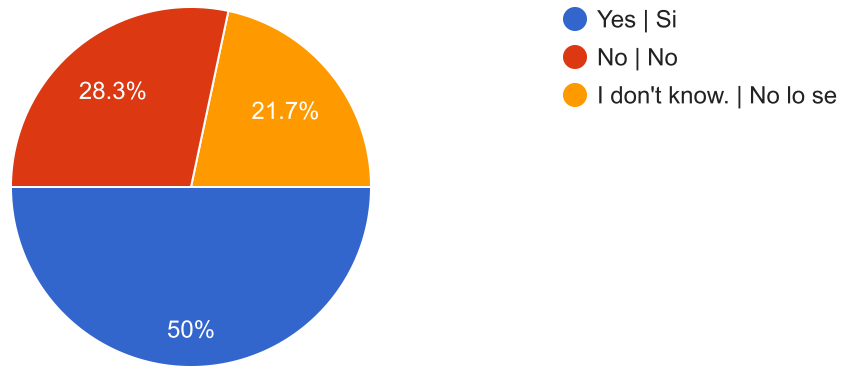


Have you participated in a leadership role in the ASSETs program?
(WYC, leading an activity, etc.)

 Copy

¿El programa ASSETs te ayuda a sentirte más conectado(a) con tu escuela?

60 responses

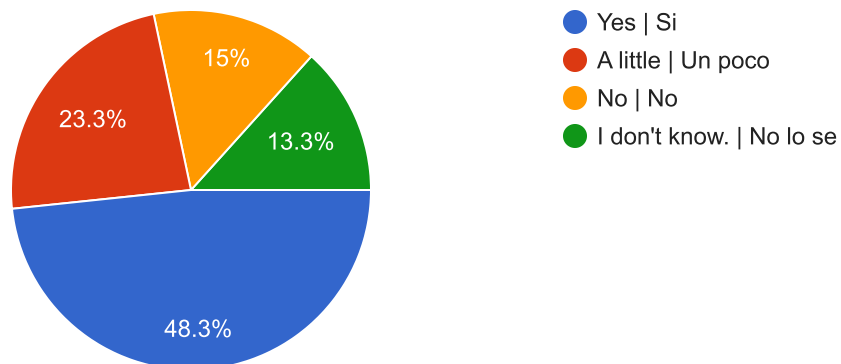


Have you had the opportunity to design a program activity or give feedback on how a program activity is designed?

 Copy

¿Has tenido la oportunidad de diseñar una actividad del programa o dar retroalimentación sobre cómo se diseñó una actividad?

60 responses



What activities or events would you like to see in the program?

¿Qué actividades o eventos te gustaría ver en el programa?

53 responses

Idk

Games

Na

Yes

No

Water ballon fight

Tyes

sports

More hikes!

G

Homework

Everything

Any

Más deportes

I don't know

Hiking

N/a

College trips

Hsbssh



Water programs

The people

All

Yo

More food

I'm not sure.

Field trips

Fun stuff

Umm do like sports

Yo mom

Heue

Food.

Uhh

Make slime

student loans

Monkey

Board games

Jsjdvd

hiking

electric

N/A

Yes

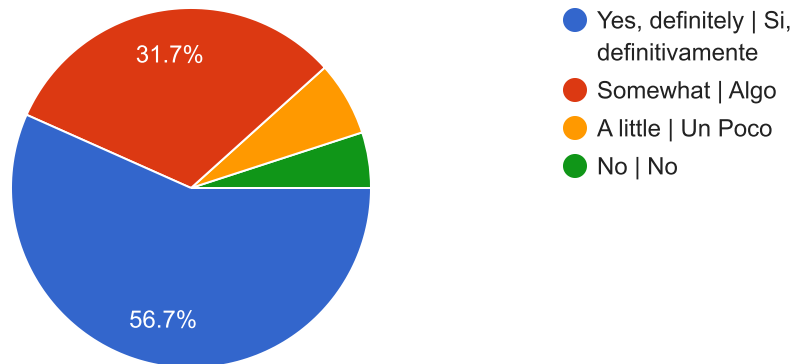


Do you feel that your opinions and ideas are listened to by ASSETs staff?

 Copy

¿Sientes que el personal de ASSETs escucha tus opiniones e ideas?

60 responses

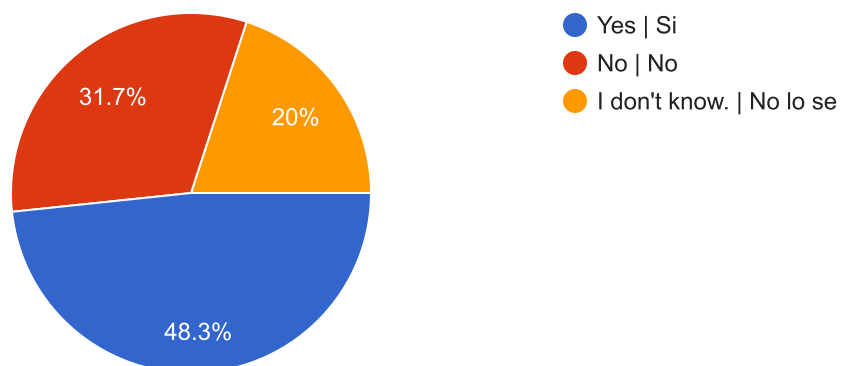


To the best of your knowledge, has any member of the ASSETs staff talked to one of your parents?

 Copy

Hasta donde sabes, ¿algún miembro del personal de ASSETs ha hablado con alguno de tus padres?

60 responses

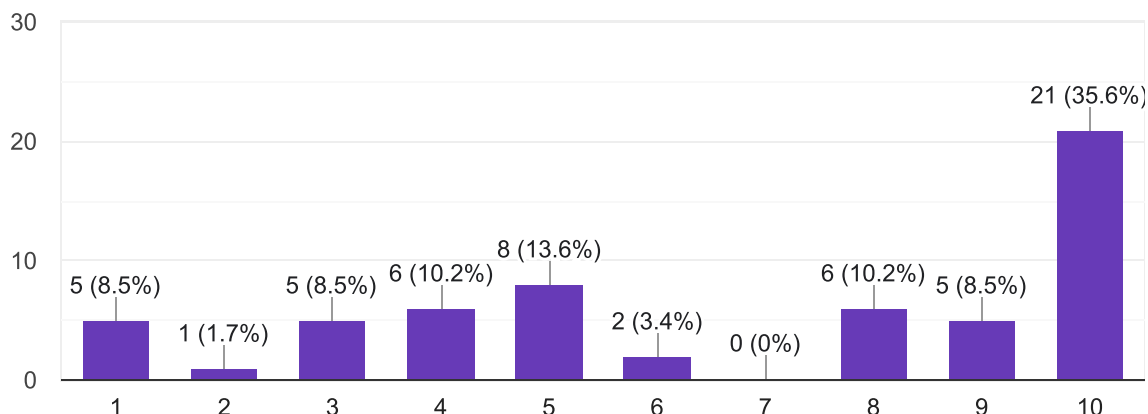


If you were to rate the ASSETs staff as a group on how well they run the ASSETs program, how would you rate them?

 Copy

Si tuvieras que calificar al personal de ASSETs como grupo en cuanto a qué tan bien manejan el programa, ¿cómo los calificarías?

59 responses

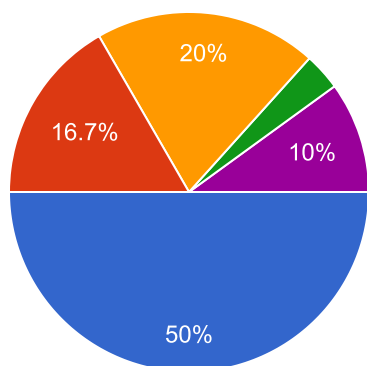


Do the staff model good nutrition and participation in physical activity during the program?

 Copy

¿El personal modela una buena nutrición y participa en actividades físicas durante el programa?

60 responses



- Yes, all the time | Sí, todo el tiempo
- Yes, most of the time | Sí, la mayoría del tiempo
- Sometimes | A veces
- No | No
- I don't know. | No lo sé

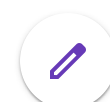
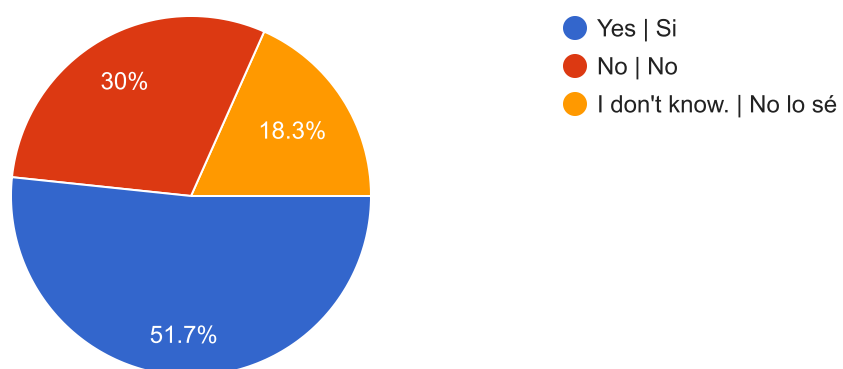


Has any member of the ASSETs staff talked with one of your teachers to help you with school?

 Copy

¿Algún miembro del personal de ASSETs ha hablado con uno de tus maestros para ayudarte con la escuela?

60 responses



Are there any other comments you would like to share regarding the ASSETs program?

¿Hay otros comentarios que te gustaría compartir sobre el programa ASSETs?

51 responses

No

Idk

no

Yes

Na

None

Yess

Nope

tyu

You could improve student outreach

Hs

Jdjd

Me gusta el programa

Everything

Give loans

Janshs

None.

To get a good grade



No.

Hdhdh

They da best

Monkey

Ndbfhf

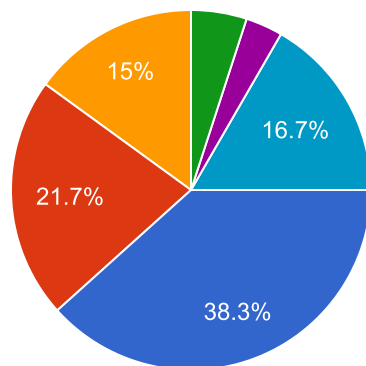
N/a

How often do staff provide opportunities for participants to engage in physical activities?

 [Copy](#)

¿Con qué frecuencia el personal brinda oportunidades para que los participantes participen en actividades físicas?

60 responses



- Yes, daily or almost daily. | Sí, a diario o casi a diario
- Often (2-3 times per week) | Frecuentemente (2-3 veces p...
- Weekly | Semanalmente
- Once in a while (2-3 times a month) | De vez en cuando (2...
- Rarely (once a month or less) | Raramente (una vez al mes o...
- I don't know. | No lo sé

Section 3: Suggestions for Improvement

Sección 3: Sugerencias para Mejorar



What do you like most about the ASSETs program?

¿Qué es lo que más te gusta del programa ASSETs?

53 responses

Idk

Yes

Everything

No

The people

yhhh

U provide help

Na

yessss

The staff!

Jj

Help

Hd

Nothing

Unknown

The opportunity

Heshsh

Que compartimos mucho

Everything



The workers

Ok

People help you

How kind they are

I like being able to hang out, be with friends, relax, and talk to Jenni and Stef.

The teachers

Yes

The free stuff

The tutors

Idk

Farlo

There kid and trusting

The tutors / helpers.

Heh

They chill people

the peope

Mobk

Ndgfhfjf

help with hw

it's helpful

N\ a



How do you think we can get more students to participate in ASSETs?

¿Cómo crees que podemos lograr que más estudiantes participen en ASSETs?

54 responses

Idk

Yes

Idk

No

Na

yes

Maybe

the yyyy

Flyers

Informing

Social media

D

Flyers

Jd

Me gusta así el programa

i don't know

Ya

Everything

More showings



Hehehd

Si

More food

Money

More signw

Ok

More signs

More flyers

Advertise what you do more, go to glasses and let people know what you guys do.

Put more games

I think so

More snacks

To give out more stuff

Just being more in the school

Isk

Fun things and food.

Bfhdh

Advertising

more free stuff

Ssss

Good things

Que sean listos



snacks

making it more known



What could be improved about the ASSETs program?

¿Qué se podría mejorar del programa ASSETs?

53 responses

Idk

Nothing

Nothing

Yes

Na

yuuuu

Time management

Yes

ifk

Nothing!

B

Longevity

Jx

Idk

Esta bien asi

I don't know

None

Everthing

More wirkers



Nsns

Me gusta así el programa

Nothing great

Ok

have more activities

Nothing I can think of.

It's good right now

I'm just trying

No

Jsjs

Hello

Nothing it is great.

Dhdhehhdhh

Make more fun activities

more school engagement

Ssss

More friends

Que den más comida

not sure, more help

nothing

idk



Google Forms





Woodland High School ASSETs Program Teacher & Staff Survey

34 responses

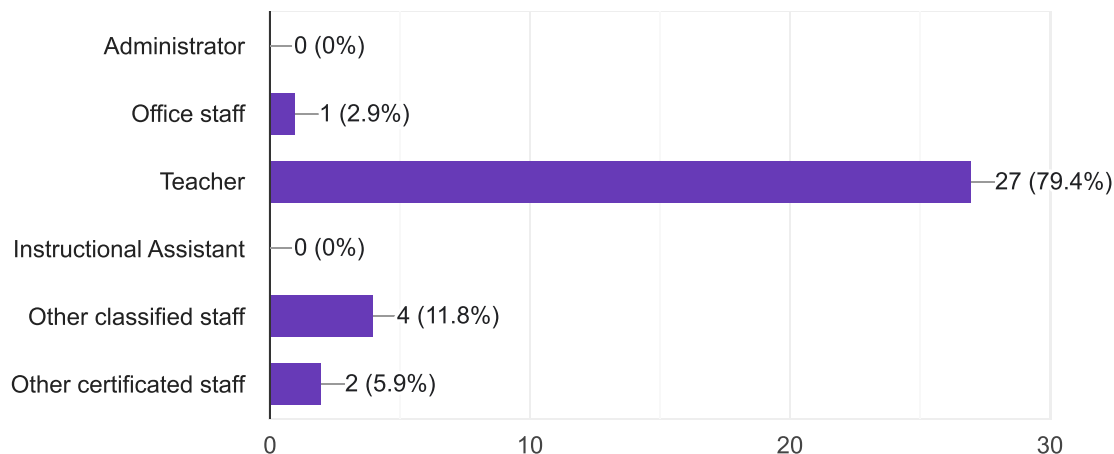
[Publish analytics](#)

Section 1: About You

What is your position? (Select all that apply.)

[Copy](#)

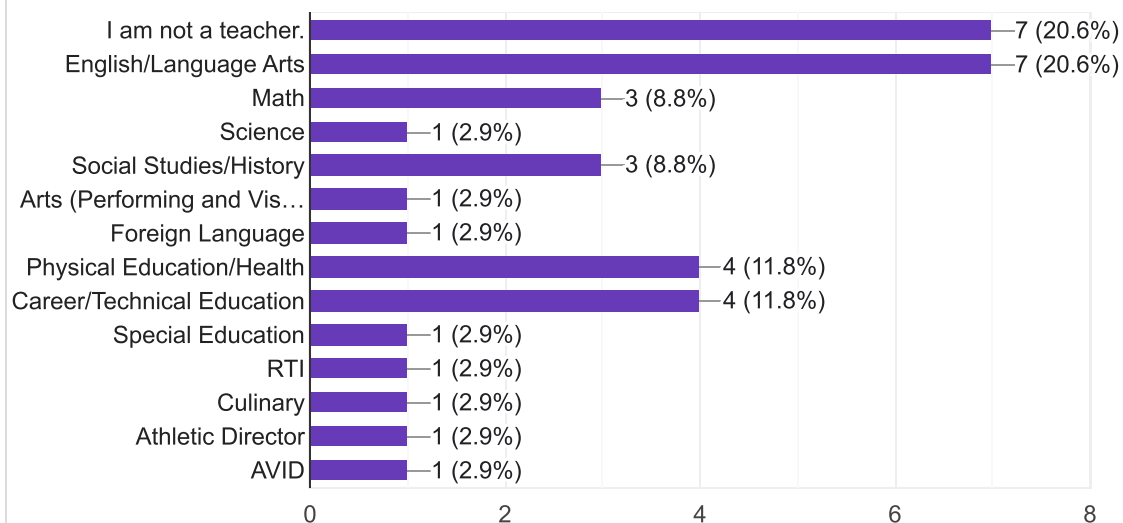
34 responses



What subjects do you teach? (Select all that apply.)

[Copy](#)

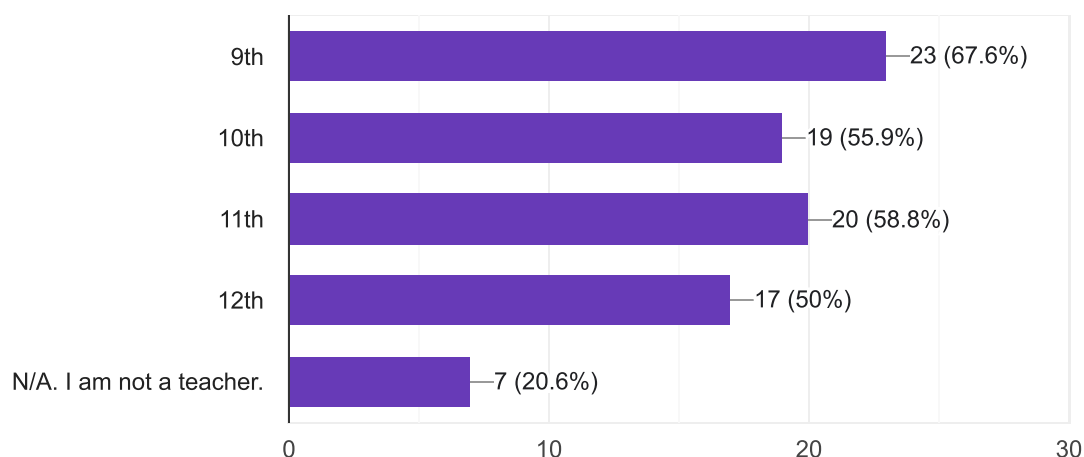
34 responses



What grade levels do you teach? (Select all that apply.)

 Copy

34 responses

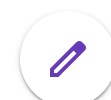
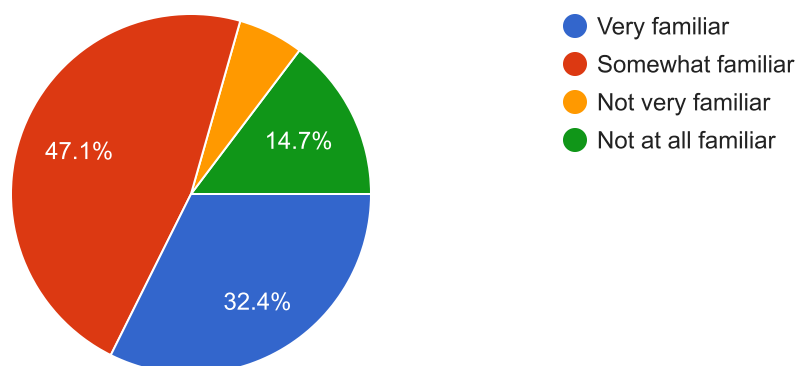


Section 2: Program Impact

How familiar are you with the specific activities and offerings of the ASSETs program?

 Copy

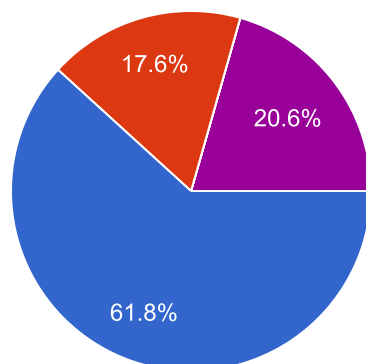
34 responses



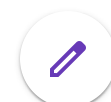
Do you think the ASSETs program is making a positive difference for the students you serve?

 Copy

34 responses



- Yes, definitely.
- Yes, somewhat.
- No, no really.
- No, not at all.
- I don't know enough about the program to know if it is making a difference.



Please explain your answer above, providing specific examples if possible.

27 responses

I see a lot of students who take advantage of the social aspects of La Semilla. Good attendance. Caring staff.

ASSET's provide an effective and positive outlet to our most disadvantaged, marginalized students at WHS. They provide a safe space for all students that have opportunities to enhance thier High School experience that they will never have after school.

Engaging students in after school activities.

Students have a place to go abd get all kinds of supports (food, help with hw and info about other programs)

There are a wide variety of supports and opportunities made available to our students.

As a club advisor myself I know first hand from students how much they appreciate what they provide and what we do.

You work very hard for our students!

I know you offer clubs and activities, as well as snacks and water bottles, and breakfast sometimes. You also offer community service opportunities and adventures like college tours and hiking trips. You also mentor students into becoming leaders and helpers within your group.

Offering multiple clubs, events and avenues for our student body to be involved and social

In my opinion, programs work and impact targeted students in a positive way, but a complete systems change is necessary.

Some students provides some students with activities and a sense of belonging.

I have had one student ask if he could go to the ASSETs room to do work. Otherwise, I have had no contact that I can remember.

I see many students involved in extracurricular activities with ASSETs program. They found a place they can be part of at school.

They always have a very positive attitude and provide a positive and safe environment for students. They offer free healthy meals and snacks every day and fun activities for students to engage in. The staff is always looking to help out students and support them.



Provides a very welcoming environment for students where they engage in activities as well as being a place to get snacks. Also providing tutor services.

Providing safe space for after school, workshops and field trips for students, help supporting the learning center

ASSETS helps my basketball program by allowing students to play basketball outside of our school season. They provide snacks, and water everyday. These programs allow students to do positive things once the school day ends.

Student love the program

Involvement and opportunities provided to and for students.

Lots of options and varieties of clubs offered for students to be involved

Students feel welcome

Students feel a part of the school environment

Students feel supported in their hobbies and interests that are not met inside the school day.

As a new teacher, I have not had an opportunity to learn about the program. I have received emails from ASSETS about certain programs and workshops that seem highly valuable.

I have only worked at WHS for 2 years and am not as familiar as I should be. I do know that the students receive a lot of support.

La Semilla helps build such an amazing community here at Woodland High! It also helps with extra academic support for the students after school, which is much needed.

ASSETs provide as much opportunity for students such as academically and entertainment

gives students a safe place and provides them opportunities to continue their learning/mentoring.

It provides a stronger sense of community and offers multiple supports to our students. The clubs they have as well as the events they run have been such a fantastic way for our school to come together and explore diverse interests and cultures!

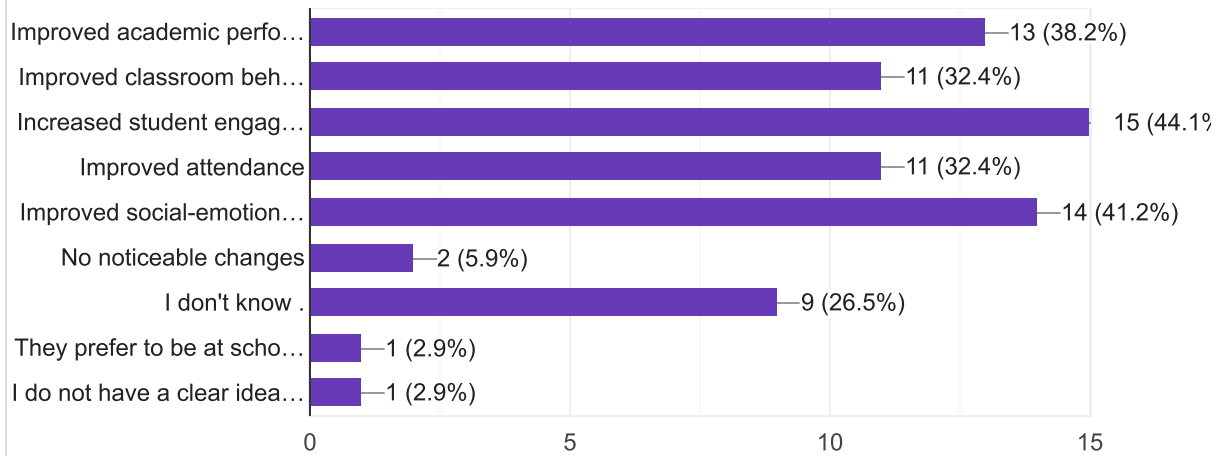
Some of these kids need to be connected to something and ASSETs provides that.



Have you noticed any improvements in student behavior, academic performance, or engagement as a result of their participation in the ASSETs program? (Select all that apply.)

 Copy

34 responses

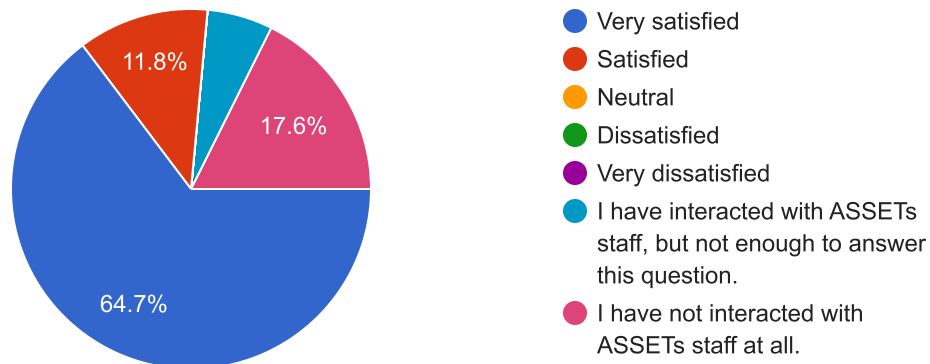


Section 3: Staff and Support

How satisfied are you with the ASSETs program staff?

 Copy

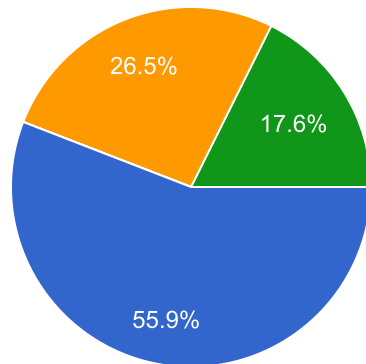
34 responses



Do you feel the ASSETs program staff are responsive to your concerns and suggestions?

 Copy

34 responses



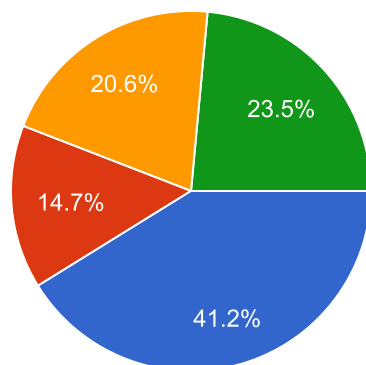
- Yes
- No
- I have interacted with ASSETs staff, but I have not expressed any concerns or suggestions.
- N/A. I haven't interacted with them.

Section 4: Referral and Involvement

Have you referred any students to the ASSETs program?

 Copy

34 responses



- Yes
- No
- I didn't know I could refer students to the program.
- I don't know enough about the program to refer students.



If yes, approximately how many students have you referred?

16 responses

25

25-50

3

30+

This year 30 or more during SST and 504 meeting, in person 5

I haven't directly referred students, but inform students about opportunities and resources available on campus

not sure, I have suggested to students, but not sure if they went

Not specific students, but I have promoted the activities offered by ASSETs program in my classes in general whenever an announcement / poster / flier has been shared with me.

N/a

I have referred around 100 students

5-6

All 9th grade students are given a presentation on the program

na

Has the front office secretary I am always encouraging students to visit ASSETS and if they need help in any way they are a good resource.

20

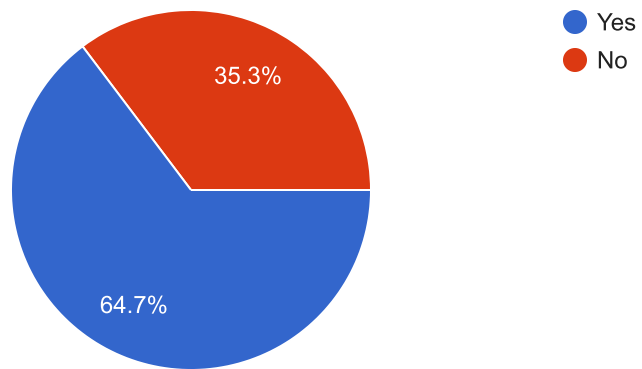
I'm not sure. I promote the programs ASSESTs offers everytime something is brought to my attention. So all of my students (158) are getting the information.



I would like to know more about how I can refer students to ASSETs.

 Copy

34 responses



If you would like to learn more about how to refer students and you would like someone from ASSETs to contact you directly, please give us your name and email address, someone will reach out to you.

20 responses

Yes- for summer Tennis. (Celia Amato)

Stephanie Gonzalez stephanie.gonzalez@wjusd.org

Sherrie Jensen, sharon.jensen@wjusd.org

sumanpreet.chauhan@wjusd.org

sarah.horn@wjusd.org

Danny Eoff- daniel.eoff@wjusd.org

marquez pascual.marquez@wjusd.org

alex.trotter@wjusd.org, Alex

just would like to know where the list of offerings is so I can refer students to it.

Jennifer Moghadam jennifer.moghadam@wjusd.org

N/a

rosalba_becerra63@yahoo.com

lisa.mcrae@wjusd.org

michael.monk@wjusd.org

Amanda Lopez /amanda.lopez@wjusd.org

Lemma Barazi: lemma.barazi@wjusd.org

ruby.chacon@wjusd.org

Celia Amato celia.amato@wjusd.org

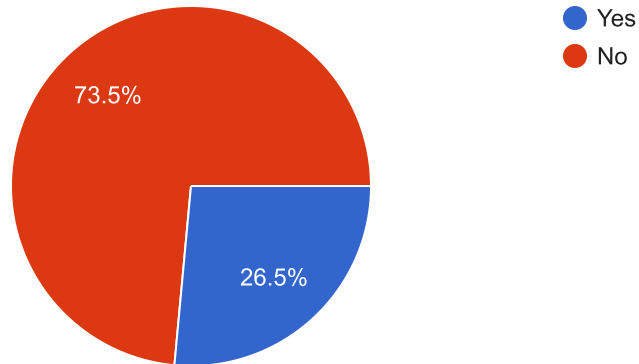
Shweta Tendolkar; shweta.tendolkar@wjusd.org



Has anyone from the ASSETs staff reached out to you personally to ask if you have any students the program can help?

 Copy

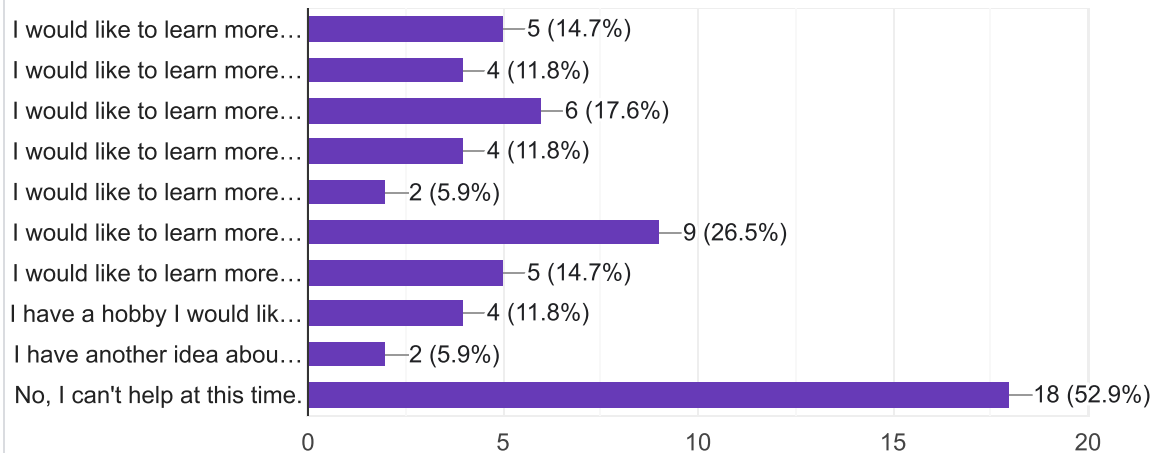
34 responses



Would you be willing to assist with the ASSETs program? *You can be compensated for your time. Note: Any staff member can assist with activities and events. Tutoring is limited to teachers, instructional assistants, or administrators.*

 Copy

34 responses



If you indicated that you are willing to help or if you have a question, please give us your name and email so we contact you.

10 responses

Javier Marin, Celia Amato

An athletic training club; these students would learning athletic training techniques/certifications to assist at sporting events throughout the year as well as receive communitiy service hours for their volunteered time at said events.

sarah.horn@wjusd.org

marquez pascual.marquez@wjusd.org

jennifer.moghadam@wjusd.org

N/a

lisa.mcrae@wjusd.org

Start and promote a club?

ruby.chacon@wjusd.org, I would like to mentor more in the arts outside of school next year. Maybe a mural club next year?

I would love to but I am retiring this year.

Section 5: Suggestions for Improvement



What suggestions do you have for improving the ASSETs program?

15 responses

N/A

I am happy you have moved into the 400 building!

Lake Natoma team building (paddle board) with out afterschool clubs.

More signs/advertisements around campus;

none

Easily accessed website with clear outline of current offerings (does this already exist?)
Clearly outlined referral process?

N/a

Poner a los estudiantes a tener más actividades. Y a mantenerlos ocupados en cosas positivas

NA

Do you do lunchtime promotions or have a table where students can access info or ask questions?

None

I am not sure I have feedback at this time.

None! We love you!!!!

Nothing. I think you go above and beyond for our students. Keep on keeping on!



Are there any other comments you would like to share regarding the ASSETs program?

17 responses

N/A

ASSET's have always been helpful to assure ALL students get the needed support systems to assure success in thier high school experience.

The ASSETs program has done a great job of advertizing and communicating offerings to students and families.

staff are awesome!!

You are doing a good job for the students that I know use your program and overall the school is happy with your service you provide. Keep it up.

I think it is a good program but I am not always clear about how to help students become more involved.

very good

N/a

Na

NA

No

None

I'd like to learn more about what the program is and how it impacts students. Thank you!

There is always so much to learn about the programs at a school that you are new to, it would be great to have presentations each year on what there is offered and how we teachers can be involved. Thank you already for all you do!

You are amazing!!!!

Thank you for all you do!!!



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