



21st CCLC ASSETs Program

Evaluation Report Executive Summary 2024-25

Pioneer High School and Woodland High School



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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.