**2014-2015**

**EXPANDED LEARNING PROGRAM-PROGRAM PLAN**

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| **Program Site Name:** | A.M. Winn Waldorf-Inspired K-8 School | **No. of Staff:** | 7 |
| **Start Time:** | 3:00 pm | **End: Time:** | 6:00 pm |  |  |
| **Required Average Daily Attendance:** | 118 |  |  |
| **Agency/Organization:** | The Sacramento Chinese Community Service Center |
| **Program Manager:** | Monik Vega |
| **Phone:**  | 916-501-9295 | **Email:** | Monik@sccsc.org |
| **Agency Supervisor:** | Mario Garcia |
| **Phone:**  | 916-549-5372 | **Email:** | Mario@sccsc.org |
| **Agency Director:** | Shannon Roth |
| **Phone:**  | 916-612-8954 | **Email:** | Shannon@sccsc.org |

**Name(s) of Site Employees**

|  |  |
| --- | --- |
| Name | Credentials |
| Monik Vega | BA English, PSI Rudolf Steiner College 2013 & 2014 MAE in progress |
| Vocheri Thomas |  |
| Michaela Dragos |  |
| Autumn Thomas |  |
| Brandon Hartwig | BA History |
| Desiree Treml | BA Liberal Studies History |
| Iris Rodriguez | BA Photography, BA Studio Art Minor |

**Target Population**

The A.M. Winn K-8 ASES program targets student populations who are not meeting proficiency in Mathematics, Science or English Language Arts, and are identified as at-risk. 75% are identified as socioeconomically disadvantaged, 53% are identified as English Learners, 15% have exceptional needs and there is a significant population in foster care attending the ASES program. Priority status is given to students who are underperforming on standardized testing and attendance during enrollment.

**Recruitment and Selection**

Students are recruited for the A.M. Winn K-8 ASES program through family orientations which are announced through Messenger, school newsletters, and the site marquee during the week prior of school beginning and outline program requirements, objectives and volunteer opportunities. Family orientations are hosted to welcome returning families and introduce new families to ASES goals, requirements and volunteer opportunities. At the conclusion of the orientation, enrollment applications are distributed, completed and collected in the order they are received. Target populations are intentionally recruited utilizing first language interactions, orientations, and home visits.

Students are selected for the A.M. Winn K-8 ASES program based on a priority process. First priority is given to foster youth and returning ASES students from the previous year and any incoming first grade siblings from returning ASES family groups. The Program Manager reviews class enrollment balances and selects students for each grade level until the minimum grant required average daily attendance is met (Average Daily Attendance is 118 students). All remaining students are waitlisted. The final openings are filled based on teacher and principal referral using a collaborative assessment of individual student test scores and needs. Registration packets are on file with the front office to ensure all families have access to the program.

**I. Program Goals and Requirements**

To assess the needs of the school, staff meets with key teams and committees to review data, prioritize outcomes and plan targeted programming.

Data sources and methods include:

* 1. Adequate Yearly Progress Reports
	2. Academic Performance Index
	3. CA English Learners Development Test
	4. School Development and Improvement Plan
	5. School Accountability Report Card
	6. Pupil school day attendance (baseline) days enrolled vs. days absent
	7. Site Safety Plan
	8. Pre and post program surveys

Collaborative partners are included in the program design and assessment and include site administration, certificated, classified, funded partners, families and students. They contribute to a clearly defined vision, goals and supporting action plans. These surveys and meetings occur during school site council, parent council, parent teacher association, ASP parent group, safe school committee and include the principal, teachers, parents and students. (See section VI for further explanation)

**After School Goals**

A.M. Winn K-8 ASES program goals support the 2014-2015 site goals for A.M. Winn K-8 through a sustained focus on improving literacy and math skills for students, expanding parent and community involvement, and contributing to a safe and healthy school environment. A.M. Winn K-8 ASES works to support these goals by aligning four initiative areas with existing school goals. The four focus areas and goals are:

1. Health and Wellness
	1. Ensure students are provided with nutritious supper daily
	2. Provide students with a minimum of 30 minutes of moderate to vigorous physical activity daily to improve fitness levels by 25% as measured by the Cooper Institute FitnessGram® test
	3. Engage students in sequential nutrition education lessons once per week that enhance student understanding of MyPlate, nutritional value of foods, the farm to fork process, and making healthy choices
2. Social Emotional Learning
	1. Ensure students attend a program that is emotionally, physically, mentally, and environmentally safe
	2. Provide students with developmentally-appropriate lessons to improve their self-efficacy and social skills through daily reinforcement and three lessons per week utilizing *180 Degrees* curriculum
	3. Train staff and students to utilize non-violent communication to clearly communicate their feelings, needs, and requests in a constructive way
3. Science, Technology, Engineering, and Math (STEM)
	1. Provide opportunities for students to engage in STEM lessons via enrichment time and/or clubs utilizing *Engineering is Everything* curriculum and staff-initiated project ideas
	2. Encourage students to engage in the engineering design process to solve STEM related problems
	3. Engage students in tutoring activities to strengthen their math skills utilizing Common Core standards
4. Literacy
	1. Provide students with 15 minutes of silent or guided reading time per day
	2. Engage parents in Family Academy classes that focus on tutoring, health and wellness, college and career readiness, and social emotional skill development to help parents support their children in multiple aspects of life
	3. Engage students in lessons that integrate all five areas of literacy: listening/speaking, comprehension, fluency, vocabulary, and writing

**Before School Goals**

**Access:** All BSP students will have access to the school breakfast.

**Physical Fitness**: All BSP students will participate in physical activity for minimum of 30 minutes daily.

**Nutrition:** All BSP students will receive daily nutrition education activities utilizing MyPlate guidelines.

**Recruitment and Addressing the Achievement Gap**

Every student attending a public school operating an ASES program is eligible to participate in the program, subject to program capacity. Students are recruited and retained by offering high quality youth led programming.

AM Winn ASES program is addressing the achievement gap by providing educational experiences that are culturally relevant to all students. Daily lessons will include a variety of cultural dimensions for students delivered by a knowledgeable culturally diverse staff. The afterschool staff has opportunities for increased professional development through training offered in topics that include but are not limited to English language learners, social economic status, race, gender, and Waldorf inspired trainings. Abundant community and school partnerships are developed to ensure the needs of student achievements are promoted.

Data collection for at-risk student subgroups is conducted using trimester grades, CA English Learners Development Test, student school day attendance (baseline) days enrolled vs. days absent and pre and post personal development surveys. Teachers include after-school interventions during Parent-Teacher conferences as solutions for at-risk student achievement.

1. **Program Content/Quality**

The A.M. Winn K-8 ASES program is specifically tailored to meet the growing needs of the students and school by providing multi-layered support and resources for academics, enrichment and recreation activities which are aligned to the regular school day.

**Educational and Literacy Elements**

Academic support consists of homework assistance, foundational skills review and project assistance through literacy and science, technology, engineering and math (STEM) activities.

Homework assistance is supported for 45 minutes each school day. Literacy in enhanced through 15 minutes of silent sustained reading, guided reading, read-alouds, or readers theater daily. Foundational skill building consists of phonemic awareness, decoding, vocabulary, fluency and comprehension. Math support is comprised of early numeracy, computation and problem solving. Writing plays, reading poetry, stage performances, creating cookbooks, listening to stories and fables are just a few of the activities explored within the ASES program to support the literacy progress.

STEM activities are aligned with The Power of Discovery: STEM2  to promote excitement, curiosity and interest in hands on exploration. Utilizing the engineering design process KidzScience, Engineering is Everything, and Project Wet curriculums enhance the STEM learning experience.

**Educational Enrichment**

The educational enrichment component is student-centered within a safe environment, enabling students to engage in leadership roles through clubs and gain access to new project experiences that are relevant and important to them.

Monthly themes are introduced to guide the enrichment learning experience including: Self Discovery, Health and Wellness, Nutrition and Culinary Arts, Literacy, History and Geography, Culture, STEM, Green Awareness, The Arts, and Reflection and Celebration. Enrichment opportunities consist of leadership, mentoring, handwork, gardening, cooking, service learning, movement, performing arts, singing, music, painting, modeling, crafts, nutrition, and ultimately increased literacy, science, technology, engineering and math (STEM).

Students develop leadership, teamwork, and character by participating in recreation activities, which include competitive sports tournaments, structured play, and health and wellness education. Students participate in regular physical activity aligned with the AM Winn regular school day physical activity as well as Waldorf inspired movement games, which may include circle group work, yoga techniques, eurythmy, group sports, and cultural dance, which is in alignment with after school physical activity guidelines. Activities last for 45 minutes each day to achieve all-around fitness, hand-eye coordination, and spatial awareness. Students lead these activities and strategize team selections, create new rules and discipline themselves during the activity.

Third, fourth, fifth, and sixth grade students participate in a social emotional learning program focused on character education, developing core values, 21st century skills, life skills and community outreach while infusing Waldorf inspired elective programs. Trained facilitators support youth to improve their lives by accepting personal accountability and continuously striving to reach their full potential. The social emotional learning curriculum is designed to be an intense instructional, participatory and interactive character and life skills education program based upon the values of integrity, trustworthiness, citizenship, respect, fairness, caring, personal accountability and responsibility, commitment, and purposeful action. Students will plan, develop and execute a field trips and service learning projects in the fall and spring.

Health and wellness education is introduced through nutrition curriculum to teach healthy food choices and physical fitness activity choices and increase their healthy fitness zones. Students will participate in the Cooper Institute’s FitnessGram® testing to reduce the incidence of obesity.

Parents will receive tips to increase physical activity at home, attend family fitness nights, and receive education through Family Academy to increase their knowledge of healthy behaviors.

Special events and activities are held to acknowledge student achievements and to engage students in other forms of academic enrichment activities. Events and activities include: awards assemblies, cultural celebrations, spelling bee contests, nutrition workshops, math competitions, art walks, engineering challenges, science fairs, and a variety of performing arts showcases.

A.M. Winn K-8 BSP provides infrastructure and implementation of programs promoting healthy eating, nutrition and active lifestyles while increasing physical fitness levels and positive behavior skills. By incorporating moderate to vigorous physical activity and healthy eating curriculum into BSP, youth will use and develop a broad range of skills and knowledge including: movement concepts, body management, locomotor movement, manipulative and rhythmic skills. Youth will advance socially by learning to team build and compete ethically. Meaningful health activities will combat obesity, chronic diseases, skeletal health, musculoskeletal injuries, anxiety and depression. It will also improve self-esteem and overall psychological well-being.

Physical Elements:

Using a variety of high energy components, students participate in physical activity for a minimum of 30 minutes each day through the Building Our Kids Success (BOKS) Morning Fitness Program. Sessions are station based and consist of activities that increase flexibility, strength and endurance. The BOKS program is based on functional fitness, a form of physical training that emphasizes training and improving movements that assist in completing everyday activities by developing a “Skill of the Week.” Some of the featured skills are running, sit-ups, squats, and jumps. Each session features the following structure: warm up activities, running related activities, skill of the week development, game play, cool-down, and lesson closure. Each activity takes approximately five minutes with a total time of 20 to 30 minutes. Quick transition times are emphasized to ensure students are engaging in MVPA for the entire session.

Nutritional Elements:

At the end of each physical lesson closure, Nutrition Nuggets is incorporated for nutrition education utilizing MyPlate. Nutrition Nuggets are organized by weekly themes, build upon each other, and include activities and important information about nutrition. They are written in a format that is easy to deliver, understand and encourages students to make good nutritional choices. Furthermore quality nutrition education is introduced that consider a variety of factors including nutritional facts, social norms/beliefs, environment and food accessibility. Culturally appropriate food and nutrition education are presented in a way to ensure appreciation, diversity and respect for others. Students participate in food sampling, cooking and identification of dietary/ MyPlate guidelines. Intermediate level students learn to plan, purchase and prepare healthy foods on a budget. The Harvest of the Month newsletter is distributed to families to introduce and/or reinforce healthy nutrition habits.

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| **Enrichment Programs**(Not listed in any specific order) | **Overview** |
| STEM Club | Hands-on science experiments and projects. Students acquire essential skills for 21st century jobs. Skills include: independent research, documenting, collecting and analyzing data, analytical thinking and creative problem solving.  |
| Drama Club | Provides students interested in theater an opportunity to participate in all aspects of play production that include: performance, direction, design, technical support, backstage crafts, and marketing. Students will perform a holiday play in the Winter and one additional play in the Spring.  |
| Gardening Club | Part of the SCUSD’s Green Initiative, students plant and harvest crops, learn effective composting and recycling techniques, practice grade-appropriate knowledge and skills in environmental protection, and participate in environmentally responsible behavior.  |
| Health and Wellness Club  | Students will learn about healthy eating and how important it is to be active. Students will have access to Fit Kids and BOK resources. |
| Music/ Music Production Club | Students are able to celebrate, enjoy, and create music. |
| Art Club/ Origami Club | Students have the opportunity to learn about different aspects of Art and apply what they learn to creative projects. Art Club is for students of all ages.  |

**Family Literacy**

The ASES staff works in partnership with families to assist with the educational and social development of their children by providing supplemental family literacy nights. These events include family and culture events such as fairs and student showcases based on monthly themes. Parents attend the family night events as partners to promote literacy with fun activities on different topics relevant to the community.

**Alignment to the Regular Day**

The A.M. Winn K-8 program vision aligns with A.M. Winn K-8 vision of an unwavering focus on powerful and engaging learning experiences that prepare students for college, career, and life success while supporting the district mission and vision of, “Inspiring each student to extraordinary achievement every day”. Programming includes opportunities to participate in academic, enrichment, recreation and sports activities. The principal encourages participation in ASES and endorses activities, field trips and classroom alignment.

The ASES staff works diligently with teachers to complement the regular day instruction by aligning with common core state standards, Waldorf Inspired methods and providing after-school enrichment opportunities that are not available during the regular day. Students work on various projects relating to self-esteem, who they admire and why, learning and showing appreciation for other cultures through research and history, and working on a college wall telling which college they would like to attend and why.

Classroom leadership is integrated into the A.M. Winn K-8 ASES program through multi-level strategies that introduce prevention techniques aligned to behavior expectations with the preferred regular school day rules and routines. Specifically, the program implements the following strategies and techniques: understand the motivation behind a problem behavior, prevent the problem from occurring in the first place, teach cooperation and appropriate communication, encourage respect and good behavior and use effective strategies when responding to problem behaviors. Behavior problems that cannot be managed in the classroom are referred to the Program Manager and if appropriate parents are informed.

Full time Program Managers are present during the regular day instruction to understand benchmarks, standards, teaching methodologies and pace calendars to ensure alignment and continuity during the after-school program. Program Managers attend curriculum professional development, participate in department/ grade level meetings and monthly WEST Waldorf Inspired Trainings. Program Managers are also members of the School Site Council, Safety Team and act in an advisory capacity for the parent organization.

1. **Collaboration and Partnerships**

The Program Manager and stakeholders meet to outline both short and long term after-school program goals, chart student progress, identify objectives, address student and school needs, plan activities and events, and discuss strengths and challenges in the after-school program. The Program Manager attends weekly school staff meetings to better understand the climate of the school and to identify areas where the after-school program is most needed and can be most effective. Staff will work with school day teachers to provide supplementary training to after-school staff and ensure full alignment of school day to after-school. Additional teacher meetings are scheduled as needed. Furthermore, the Program Manager attends the School Site Council meetings, leadership and safety meetings and common planning time. ASES would benefit from collaborative partnerships specializing in mental health services for youth and families.

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| **Collaborative Partners** | **Specific Duties** | **Contribution** |
| Sacramento County Office of Education | Professional Development, KidzScience, Power of Discovery, Project WET | Service Provider |
| United Way CA Capital Region, Health Impact Council | FitKids, FitnessGram® Standards, Physical Activity Resources, Curriculum Resources | MOU |
| 180 Degrees | Social Emotional Learning, Curriculum Resources | MOU |
| Supplemental Nutrition Assistance Program Education (SNAP-Ed) | Curriculum Resources | MOU |
| Team CA for Healthy After-school (TCHAS) | Curriculum Resources, Training | Technical Assistance |
| Breathe California of Sacramento - Emigrant Trails | O24U | MOU |
| City of Sacramento Police DepartmentCity of Sacramento Fire Department | School-wide Safety, Career Readiness | Guest Speaker |
| Resource Area For Teaching (RAFT) | STEM Resources and Modules | Curriculum Resources |
| Chinese American Council of Sacramento | Academic Enrichment Resources | Donations |
| Building Our Kids Knowledge (BOKS) | Curriculum Resources | Technical Assistance |

1. **Staffing**

Caring adults who are culturally competent, speak the community languages, have similar belief systems and are able to create trusting relationships in safe environments are intentionally recruited from local college and university job boards to fulfill part-time Team Leader, Reading Coach and Facilitator positions. Prospective candidates who meet the minimum qualifications are contacted for a panel interview with Program Managers. Successful panel candidates are forwarded to individual interviews and required to complete and pass an eighth grade assessment in math and English at the minimum proficient level. Candidates who successfully complete step one of the interview process are contacted via phone and receive an application packet that must be completed within three business days. Candidates who file completed application packets and clear background investigations with Department of Justice are offered seasonal, part-time positions. Staff are retained by offering a competitive salary, opportunities for professional development and internal promotions. Program Managers are internally promoted and retained through a professional employment package including competitive salary, medical/dental benefits, paid time off and opportunities for professional development.

Team Leaders attend quarterly learning community opportunities to become certified as mandated reporters, understand campus safety, classroom leadership, literacy intervention strategies, STEM engagement, health and wellness, and large group play activities. The Program Manager participates in monthly professional development offered by SCUSD, which includes topics such as school wide safety, social justice, health and wellness and grant compliance. The Center offers a professional development series focused on leadership development and aligns technical training with the Quality Self-Assessment Tool focusing on continuous program improvement for quality after-school programs.

1. **Program Administration**

Attendance is reviewed with the office manager daily to verify students who are absent from regular day classes. Phone calls are made to families when students are present during regular day yet are absent during ASES.

Attendance is recorded daily using the SCUSD student database, Infinite Campus, for each individual student that attends the ASES program. Parents indicate on registration forms how their child will be dismissed from the after-school program. Students are authorized to sign themselves out of program 30 minutes prior to dusk if their parents signed the registration form agreeing to:

* My child walks home/rides his/her bike from school grade students.
* My child will take the RT bus or other transit mode from school.

Otherwise students are required to have a parent/guardian/designee sign out daily with the assigned Team Leader or Program Manager.

Early Release Policy

The ASES program will open at the end of the regular school day and will remain open until 6:00 p.m. K-8 students are expected to participate in the full day of the program to accomplish program goals.

Youth may leave the program prior to the end of the program time at 6:00pm based on the following conditions:

 Parent Choice (PC)

 Family Emergency (E)

 Attending a parallel program (P)

 Medical appointments (M)

 Weather conditions or at dusk (W)

 Child accident or illness occurring during after-school hours (A)

 Other conditions especially on safety as prescribed by school (O)

Late Arrival Policy

The ASES program begins at the conclusion of the regular school day. K-8 students are required to participate daily to accomplish program goals. Students are allowed to arrive to the ASES program late, only if they are detained by a regular day teacher, meeting with site administration or serving detention.

**Scheduled Frequency**

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| Activity | Frequency | Daily | Weekly |
| Supper  | 3:00 pm – 3:45 pm | 45 Min | 3.45 Hours |
| Homework/Athletics/Clubs | 3:45 pm – 4:45 pm |  1 Hour | 5 Hours |
| Homework/Tutoring Clubs/Athletics | 4:45 pm – 5:45 pm | 1 Hour | 5 Hours |

**Program Plan Report Review**

Program plan reports are reviewed regularly to ensure goals and objectives are being met. Each identified goal has an action plan with identified milestones and resources to support success.

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| **Periodic Program Review Schedule** |
|  | Daily | Weekly | Monthly | Quarterly | Trimesters | Yearly |
| Agency Director |  |  | **X** | **X** |  | **X** |
| SCUSD Area Specialist |  |  | **X** |  |  | **X** |
| Site Administration |  |  | **X** |  | **X** |  |
| Site Teachers |  | **X** |  |  |  |  |
| Facilities Manager |  |  | **X** |  |  |  |
| Cafeteria Manager |  |  | **X** |  |  |  |
| Office Manager |  |  | **X** |  |  |  |
| Parent Organization |  |  | **X** |  |  |  |
| Student Advisory Council |  |  | **X** |  |  |  |
| Team Leaders | **X** | **X** |  |  |  |  |
| Supplemental Providers |  |  |  | **X** |  |  |

1. **Outcome Measures and Evaluation**

**Description of Evaluation Plan**

The Martin Luther King Jr. K-8 ASES program uses a multi-year method of cyclical on-going self-assessment monitoring that adapts to the changing needs of the program and involves feedback from all stakeholders (key teams, committees, school administration, families and faculty). Qualitative and quantitative assessments are conducted to determine if program goals are being met and if student-centered academics, youth development and recreation are being offered. This participatory process insures continuous program improvement and quality assurance. This tool is comprised of six components: defining common goals, establishing procedures, implementing programming and procedures, analyzing and reporting on procedures, responding to results, and reviewing and updating procedures to continue the process.

**Data Sources Used to Measure Program Goals**

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| Data Sources | Items Measured | Success Indicator |
| Attendance data-base | Average daily attendance (ADA) | Meets or exceeds 85% of target ADA per site. |
| Cooper Institute's FitnessGram®  | Healthy Fitness ZoneTM | Age level fitness performance standard. |
| Citrix Receiver data-base | Academic performance (G. P. A.), attendance, disciplinary incidents, personal development surveys | Increase in G.P. A., personal development surveys and attendance, and decrease in disciplinary incidents. |
| School Age Program Quality Assessment (SAPQA)  | Safe and supportive environment, interaction, engagement, youth centered policy and practices, access, high expectations. | Level 1-5 rating system to assess degree of quality indicator is evident within ASES |
| Quality Self-Assessment Tool | Program design and assessment, administration and finance, partnerships and collaboration, alignment and linkages with the school day, environment and safety, youth development, staff recruitment and professional development, family involvement, nutrition and physical activity, promoting diversity, access, equity and inclusion, EL support. | Level 1-4 rating system to assess the degree of quality indicator is evident within ASES. |
| Learning in Afterschool & Summer (LIAS) Learning Principles in Program Design & Practice | LIAS learning principles; learning that is active, collaborative, meaningful, supports mastery and expands horizons. | Implementation and alignment between ASES and LIAS learning principles. Implementation and evidence of LIAS effectiveness. |
| Action Plans | Site specific program goals | Activity implementation and milestone completion, collaborative resources, evidence collection. |
| Comprehensive Assessment of Summer Programs (CASP) | Program document and data review, site observation, program performance | Strengths & opportunities report; improvement plans; recommended action steps; establishment of mentor groups. |
| The Sacramento County Office of Education (SCOE) after school programs technical assistance site visit. | Site review of staffing, attendance, program components in academic core content areas, school day aligned academic support services, educational enrichment activities, family literacy services, strategies for English Language Learners and students with special needs. | Program components compliance. |
| The California Department of Education (CDE) Federal Progress Monitoring (FPM) | Onsite observation, data collection and document review. | ASES and 21 CCLC funding compliance. |

**Utilization of Evaluation Information**

The Martin Luther King Jr. K-8 ASES program evaluates quantitative and qualitative data to measure individual and program success. Program evaluation results and information is shared with stakeholders during annual collaborative meetings and distributed to families through language-appropriate newsletters. Feedback data identifies program strengths and challenges and inform on priority outcomes and project direction.

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| Data Sources | Method of Assessment | Inform Project Direction |
| Attendance data-base | Average Daily Attendance (ADA) monthly report | Student recruitment and retention  |
| Cooper Institute's FitnessGram® Test | Physical fitness and activity based student assessment | Health and wellness program policy, HFZ physical activity and structured play. |
| Citrix Receiver data-base | Academic performance (GPA), attendance, disciplinary incidents, personal development surveys | Academic enrichment, field trips, service learning projects, SEL facilitation, integrated support services. |
| School Age Program Quality Assessment (SAPQA)  | Level 1-4 rating system to assess the degree of quality indicator is evident within ASES. | Safe and supportive environment, interaction, engagement, youth centered policy and practices, access, high expectations. |
| Quality Self-Assessment Tool | ASES self-assessment rating scale | Program improvement, identification of immediate, mid-range, & long term goals and prioritize program needs. |
| Learning in Afterschool & Summer (LIAS) Learning Principles in Program Design & Practice | On-site observation | Program development, identification of gaps in services. |
| Action Plans | Continuous progress monitoring through self-assessment | Program development, activity implementation, deliverables and partnerships. |
| Comprehensive Assessment of Summer Programs (CASP) | Onsite observation and interviews  | Program development, identification of gaps in services. |
| The Sacramento County Office of Education (SCOE) after school programs technical assistance site visit. | Program review, onsite observation, interviews and evidence collection | Program development, identification of gaps in services. |
| The California Department of Education (CDE) Federal Progress Monitoring (FPM) | Data and document evidence review, on-site observation and interviews | Program development, identification of gaps in services. |