

Name(s) of Site Employees

Name	Credentials
Choua Yang	Bachelor of Arts
Crystie Tiet	Team Leader
Elisabeth Kirsten	Team Leader
Jabril Norman	Team Leader
Jody Johnson	Para educator
Odura Dupaty	Campus Safety
Elisa Gonzalez	Parent Advisor
Hugo Hernandez	Bilingual IA Intern
Elden Hernandez	Teacher Sub /Bilingual IA Intern
Alma Alvarez	Bilingual IA Intern
Emily Lee	Bilingual IA Intern
Patrice Austin	Instructional Aide
Bill Green	CA Single Subject Credential
Ratchford Higgins	CA Single Subject Credential
Evelyn Ramos	CA Single Subject Credential
Warren Schnack	CA Single Subject Credential
Elizabeth Villanueva	CA Single Subject Credential
Wendy Jennings	CA Single Subject Credential
Warren Schnack	CA Single Subject Credential
Patrick Vang	CA Single Subject Credential
Dana Dusbiber	CA Single Subject Credential
Maria Padilla	CA Single Subject Credential
Aaron McClatchy	CA Single Subject Credential
Nina Collins	CA Single Subject Credential
Jerry Mamola	CA Single Subject Credential
Richard Barber	CA Single Subject Credential
Patrick Vang	CA Single Subject Credential
Jim Peterson	CA Single Subject Credential
Tom McElheney	CA Single Subject Credential
Donald Lee	CA Single Subject Credential
Eunice Roland	CA Single Subject Credential
Anna Kachagin	CA Single Subject Credential
Nina Vigil	CA Single Subject Credential

Target population

For the after-school program as a whole, the student populations served are students who do not meet proficiency in Mathematics or English Language Arts and students identified as at-risk. Ninety one percent of students are socioeconomically disadvantaged and thirty nine percent are English Learners. Furthermore, students with talent and an interest in performing arts are sought out to participate in the orchestra, drum line, choir and drama programs. After-school program is inclusive where Special Ed students are encouraged to participate in all academic and enrichment activities.

Specific athletic groups are identified by coaches to participate in ASSETs on an academically needed basis. Latino, Hmong and African American students with disciplinary and academic concerns as well as those with leadership experience are encouraged to attend ASSETs for intervention through peer modeling techniques.

ASSETs students are selected using test scores from the school database, referral by Lead Teachers and Counselors, and finally students returning to specific programs. In addition to the intentional target population, at the conclusion of each school year, ASSETs programs and 7th period classes are advertised campus wide. After school classes appear on the students fall schedules. Teachers are also encouraged to recruit students for their courses as well as partnership programs to guarantee attendance.

Students are notified of ASSET offerings early each semester so they can choose which program(s) to participate in. The time allowed to make changes to 7th period is within the first 15 days of the semester; thereafter drops and additions are made case by case as necessary. Parents are notified of the after-school programs and services through Home Visits and presentations at Freshmen Orientation, Back to School Night and Parent University. See *Appendix A*.

I. Program Goals and Requirements

Vision: The ASSETs program will create community, appreciate diversity, teach civic responsibility, and prepare students to work, learn and thrive.

Mission: To align the after-school program and school's vision to meet the requirements of the SCUSD Strategic Plan for Improvement 2010 – 2014.

Pillar I: Career and College Ready Students

The ASSETs program provides academic and educational enrichment opportunities that prepare all students to graduate from high school with 21st century skills by:

1. Promoting the college going culture,
2. Creating opportunities for real life experiences,
3. Providing cultural leadership classes,
4. Offering first language courses.

Pillar II: Family and Community Engagement

The ASSETs program offers opportunities for family and community members to view student art, performances and work. Through Parent University, ASSETs is able to respond to the specific cultural, socio-economic and educational needs of the community it serves.

Pillar III: Organizational Transformation

The ASSETs program uses quantitative data to develop the framework for the after-school program. Data sources include: Adequate Yearly Progress Reports, Academic Performance Index, School Accountability Report Card, California High School Exit Exam, etc. The Quality

Self-Assessment Tool is used to ensure programming fully complies with the SCUSD Strategic Plan for Improvement 2010 – 2014.

For the 2012-2013 school year, Program Manager will work with new teachers to sustain current programs in Gardening, Drama, Orchestra, ASB, Art, Hmong Leadership, Black Leadership, and Yearbook. These course are effected by budget cuts and retiring teachers who are transitioning out. Program Manager will also maintain the cleanliness of the school site during after-school program when implementing the supper program. With only 2 custodial staff left from budget cut, Program Manager will ensure that there is minimal trash left from supper program.

MESA, Mr. Schnack and College Advisory, Ms. Jennings are both going to implement a STEM program from UC, Davis in robotics where students will learn Computer Programming and be able to build robots. Students will also attend a robotics conference at UC, Davis in the spring semester.

Addressing the Achievement Gap

The ASSETs program is addressing the racial achievement gap by providing educational experiences that are culturally relevant to all students. Southeast Asian, Latino and African American students are offered cultural and leadership enrichment opportunities through club activities, events and field trips. Students have opportunities to discover academic interests and select colleges to visit as field trips, as well as cultural leadership conferences such as annual Hmong Education Conference, Chicano/Latino Youth Conference, Annual Black Leadership Retreat and DIVA conference, etc. During Multicultural Celebration week, students are encouraged to participate and take part in program demonstrations. Through these programs students gain confidence and improve their regular school day attendance which leads to higher grades and learning in academics.

II. Program Content/Quality

Literacy and Enrichment

To meet the educational component, after-school courses offer general elective credits based on individual student transcript assessment. Courses are theme specific according to students' interests. However, all classes offer homework and study time a minimum of twice a week. To encourage Beginner and Intermediate English Learners to attend the after-school program, Bilingual Instructional aides and peer tutors are available daily in classes and the library to assist students with translation and tutoring in all subjects offered.

Students who have not passed CAHSEE are enrolled in the tutoring center for intervention. Scores are reviewed with the student and parent to assess areas for improvement which will increase the pass rate during the next testing schedule. Home visits are made during the summer to meet with parents/ guardians to advise them of intervention availability.

The after-school program has partnered with community collaborative partners to provide additional literacy and enrichment programs. *See Appendix D.*

Youth involved in ASSET enrichment programs are given opportunities to implement leadership skills acquired from workshops. Students who have completed the youth development phase are encouraged to apply skills and tools in clubs. Cultural leadership courses are offered for Hmong, Latino and African American students to develop cultural identity and maintain cultural awareness. Each group coordinates their own activities, fundraisers, occasional events and parent engagements. Health Squad students from Food Justice and Do Something Club will join forces to implement an enrichment health program with Health Corp's new coordinator's supervision. They will be able to create a healthy lunch menu in collaboration with nutrition services for the student population to taste. Dance students from Monsterz are able to plan talent opportunities for other students with the same performing arts interest and provide dance workshops for elementary students Burbank students are given employment opportunities through ASSETS as student assistants and peer mentors. These on-campus jobs enable students to maintain their academic work, earn income and not worry about transportation issues.

Family literacy is offered to Luther Burbank and feeder middle schools through Parent University. Monthly classes are accessible to educate parents on how to successfully navigate high school. Weekly computer and English Second Language classes are available in the evening. Additional classes are being developed to include Hmong and Spanish language support courses. Parent University continues to survey parents on needs and interests to expand class selections.

III. Collaboration and Partnerships

The Program Manager meets regularly with community based organization partnership programs and Lead Teachers to assess school needs better understand the school climate and to identify areas where the after-school program is most needed and can be most effective. The Program Manager attends monthly school site council meetings to share after-school information and receive feedback in program development. Meetings are scheduled with the Principal as needed.

These stakeholders meetings 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. *See Appendix D.*

IV. Staffing

The Program Manager participates in monthly trainings offered by Sacramento City Unified School District (SCUSD), Youth Engagement Services (YES) which cover topics such as school wide safety, health and wellness and grant compliance. The Center offers a professional development series for managers aligned with the Quality Self- Assessment Tool focusing on continuous program improvement for quality after-school programs. School site training is offered during faculty and Lead Teacher training meetings. Collaborative partners include the Program Manager in UC, Davis' Annual Equity Summit, Healthy Eating workshops and Active Living Collaborative. Information from these trainings is shared with Team Leaders during monthly meetings. Team Leaders attend a series of trainings hosted by SCCSC prior to their start date. Training topics include: Campus Safety, Understanding the SCUSD Communication Protocol, Gang Identification, Service Learning and Social Justice. Team Leaders, also, receive certification as mandated reporters.

V. Program Administration

The needs of the community, students, parents and school are assessed through surveys, focus groups and meetings. ASSETs students participate in a survey and focus group each semester to determine future programs. Annual community meetings are held to discuss specific programs within after-school and identify goals. Partnership programs conduct specific community meetings with students and parents.

Recruiting for ASSETs is accomplished by school-wide announcements, family informational meetings and automated phone message services. Students' families are invited to an informational presentation where program requirements and objectives are outlined and registration packets are distributed. Completed packets are date stamped upon submission and collected until registration is 15% over the target service number.

The ASSETs program ensures alignment and continuity with the regular day by having the Program Manager present during instruction. The Program Manager understands benchmarks, standards, teaching methodologies, graduation requirements and pace calendars. All 7th period courses require a syllabus, curriculum and grading policy aligned with the regular day since students earn a grade and credits toward their high school diploma. After-school staff is expected to follow the same regular day policies and procedures. Therefore, attendance and participation are required in order to earn graduation credits. Enrichment and partnership programs are required to submit program plans in the form of a syllabus with goals and expectations clearly stated for students' understanding. All programs are developed based on students' needs and interests that are not being provided during the regular day. Although ASSET courses extend the Small Learning Communities themes they are open to global enrollment. *See Appendix C.*

Attendance is recorded daily for each student using the SCUSD student database, ZANGLE. 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 at the end of the program day. Students are allowed to arrive to after school program late if they are detained by a regular day teacher, meeting with site administration, serving detention or by parents' choice.

Classroom Management

Classroom leadership is integrated into the after-school program by implementing the following strategies and techniques: Understanding the motivation behind a problem behavior, preventing the problem from occurring in the first place, teaching cooperation and appropriate communication, encouraging 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. Students with chronic behavior problems are referred to the Assistant Principal and/or Area Specialist for intervention and possibly suspended from the program.

VI. Outcome Measures and Evaluation

Program Manager will develop Action Plans for the following areas to ensure that quality programs are implemented and re-evaluated for quality: Youth Voice & Enrichment, Safety, Family and Community Engagement, Literacy, and STEM

Luther Burbank ASSETs is evaluated semi-annually by stakeholders to review compliance, applicability and interest in classes, programs and services offered. (*Appendix C*) Programs with low attendance are reviewed for process improvement by evaluating effective marketing, re-conceptualization to target a larger student population and interest, considerations to merge classes and finally closure. Assessments are conducted to determine if program goals are being met and student centered academics, youth development and recreation are being offered. Continual assessments of student experiences through focus groups and surveys will be evaluated using varied methodologies. *See Appendix B.*

The SCUSD Research and Evaluation Department annually compiles attendance data and correlates student identifications with DataDirector to review enrollment by ethnicity gains or losses by subgroups in CST and graduation rates.

The Sacramento County Office of Education (SCOE) conducts periodic reviews using the After School Programs Site Visit/Technical Assistance Form.

The California Department of Education (CDE) conducts Categorical Program Monitoring (CPM) every four years to ensure funding compliance.

The California After-School Quality Self-Assessment Tool is a self-assessment tool used to develop an action plan that identifies immediate, mid-range, and long term goals to enhance program quality.

Appendix A

Demographics

School Site: Luther Burbank High School	
Ethnicity	Percentage
Black or African American	15
Asian	38
Filipino	1
Hispanic or Latino	35
Native Hawaiian or Pacific Islander	4
White	3
Two or more Races	4

CAHSEE

Ethnicity	Percentage not passing Math	Percentage not passing ELA
Black or African American	29.5	26.2
Asian	5.24	12.5
Filipino	33.3	1
Hispanic or Latino	13.6	18.4
Native Hawaiian or Pacific Islander	23.1	38.5
White	14.3	14.3

Subject	Percentage of CAHSEE Proficient or Advanced
English-Language Arts	35
Mathematics	50

English Learners	39%
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Student CAHSEE scores are generated from DataDirector for CAHSEE intervention through tutoring during afterschool program.

Economic Factors

Subject	Percentage
Low-income indicator	91
Parents not a high school graduate	44
Parents with high school diploma	29
Parents with some college	15
Parents with college degree	9
Parents with Graduate degree	3

Appendix B

Data Resources:

- Adequate Yearly Progress Reports
- Academic Performance Index
- CA English Learners Development Test
- CA Standardized Test
- School Accountability Report Card
- Semester grades (ZANGLE)
- Grade Point Average (ZANGLE)
- Pupil school day attendance(baseline) days enrolled vs. days absent
- City of Sacramento Police Department criminal reports
- City of Sacramento Police Department juvenile criminal reports
- Site Safety Plan
- California High School Exit Exam
- Afterschool student summit discussion
- Afterschool surveys on surveymonkey.com

Collaborators:

- School site administrators
- School site council
- School safety committee
- Lead Teachers
- LBHS Counselors
- Faculty
- IB Coordinators
- ACT Meadowview Partnership
- Parent Advisor
- School custodians
- School Plant Manager
- School support staff
- Brown Issues
- 24 Hour Fitness
- Health Corps
- Health Education Council
- Yoga Across America

Appendix C

Alignment with regular school day

Luther Burbank High School Bell Schedule

Period	Time
0	7:07am – 8:03am
1	8:10am – 9:06am
2	9:13am – 10:09am
3	10:16am – 11:12am
4	11:19am – 12:15pm
Lunch	12:15pm – 12:50pm
5	12:57pm – 1:53pm
6	2:00pm – 2:56pm
7	3:06pm – 4:02pm

Enrichment Programs	Overview
Latino Unidos and Leadership	This program helps develop positive self-identity, leadership skills, and cultural competence. Students will receive academic support and participate in community services.
Dance	LBHS student dance team expands knowledge of different techniques and dance styles by learning student choreographed dance routines (Hip Hop) and participating in performances.
Upward Bound	Program is designed to generate the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.
Teen Chef/ Do Something Club and Food Justice/ Health Squad	Students receive nutrition lessons through the Health Corp Curriculum and are able to apply them to cooking demonstrations. Food Justice Leadership Afterschool Class is a unique opportunity for students to not only learn about nutrition and taking care of their bodies, but also to influence their peers and community members to improve their own lifestyles and environments.
Yoga	Program provides yoga exercise to students on site as relaxation and wellness living.
Spoken Word and Poetry	Sacramento Area Youth Speaks encourages literacy and confidence through spoken word and poetry.
Junior Achievement	Program offers a variety of 21 st Century Skills workshops for students in preparation of obtaining a job or finding a career goal.
Credit Course Offerings	Overview
Performing Arts/Drama	Class is designed to provide an overview of the theatre as an art form: its nature, elements, genres, styles, and techniques. Course content is based upon the supposition that knowledge of theatre—whether as an active participant, reader of good plays,

	or audience member—is a significant means of enriching individual human existence.
Intermediate Orchestra	Course offers strings lessons to students with no or little orchestra experience in violin, viola cello and double bass.
Beginners Orchestra	Course offers strings lessons to students with some or advance orchestra experience in violin, viola, cello and double bass.
Drum Line	Course offers drum lessons to students with no or little experience in percussion.
NJROTC Drill Team	Course offers an extension of the regular day program. Students who highly value the NJROTC program may join to create their own drill team and participate in the Marksmanship Safety Program.
Student Government ASB	This course is especially designed to serve two main purposes: teach elected student representatives the skills to organize leadership activities in their SLC, AND plan and organize special events for Luther Burbank High School. Although this course does take place in a traditional classroom, it more than just a traditional course...it is a movement.
Guitar	Class is designed for both students who have never touched a guitar and have no musical knowledge as well as students who do have some previous experience and understanding. This class will teach fundamental music theory, particularly as it applies to the guitar, and will primarily focus on practical guitar knowledge—how to play notes, chords, scales, and songs.
African American Leadership BOYS	This class helps develop positive self-identity, leadership skills, and cultural competence. Students will receive academic support and participate in community services.
Hmong Leadership	This class helps develop positive self-identity, leadership skills, and cultural competence. Students will receive academic support and participate in community services.
New Age Latinas	This class is designed to persuade and motivate the Latina students not only to graduate from high school but also to continue with their higher education. The class studies the role of the Latina women not only in their homes but also in society; they identify and analyze the different motives and negative aspects that prevent these students to obtain their high school diploma and higher education.
African American leadership GIRLS	This class helps develop positive self-identity, leadership skills, and cultural competence. Students will receive academic support and participate in community services.
Careers in Agriculture Science	Class provides an opportunity to create and maintain the Burbank Urban Garden. Students learn of the agriculture field and relevant resources pertaining to Sacramento in regards to crops and vegetation.
College Advisory	Students prepare for the SAT and ACT through practice tests. Through college field trips they are able to study and compare

	different college to make a selection by grade 12. Students learn to apply to college and FAFSA.
Yearbook	Students learn the skills of producing a yearbook such as communication, photography, photo editing computer software, reporting, computer applications, and desk top publishing.

Academic Support Programs:

- Extended Library Hours
Library is open Monday through Friday at 3 to 6pm. The library is open afterschool for students' convenience. Students can have access to computers, tutoring and assistance with homework. Staff and tutors are available for help with different subjects.
- Tutoring Center is open on M, T, W and F at 3pm to 4pm. The center is a centralized location for students to receive additional help from teachers in the following subjects: Math, Science, English and Social Science.

Appendix D

Partnerships and Roles

Collaborative Partners:

- Principal, administrative and vision of ASP
- Assistant Principals, curriculum overview as well as afterschool safety
- Lead Teachers, intervention with Student Government leaders
- LBHS Counselors, student referrals and intervention
- SCCSC, afterschool program coordination and provider
- Health Corps, health and nutrition education
- Health Education Council, grant consultant and health program training
- UC, Davis Upward Bound Program, college readiness and tutoring
- One Stop Sacramento Works, student work experience program and training
- Sacramento Area Congregations Together, Youth Action Team and Meadowview REACH initiative
- American Community Garden Association, garden consultant
- Los Rios, Sacramento City Community College Brown Issues, Latino Leadership mentoring
- Annual Health Fair Vendors
- Annual College and Career Fair

Collaborative Projected Meeting Schedule

	Daily	Weekly	Monthly	Quarterly	Trimesters	Yearly
Shannon Roth			X	X		X
Youth Engagement			X			X
Ted Appel			X		X	
Lead Teachers		X				
Facilities Manager			X			
Cafeteria Manager		X				
Office Manager		X				
Parent Org			X			
Student Advisory Council			X			
Team Leaders			X			

Appendix E

Periodic Review Schedule

	Daily	Weekly	Monthly	Quarterly	Trimesters	Yearly
Youth Development Director				X		
Parent/Teacher Conferences					X	
Principal			X			
Plant Manager						X
Office Manager			X			
Counselors			X			
Collaborative Partners			X			
Student Advisory Council			X			
Team Leaders			X			
Parents/Guardians					X	

Appendix F

Action Plans

Leading Principle: Family and Community Engagement			
Guideline: SCCSC ASES ensures families and communities are involved and supported in their child's education by providing engagement opportunities.			
Objectives: <ol style="list-style-type: none"> 1. Create calendar schedule for Parent University monthly sessions. 2. Create Evening courses for parents 3. Meet with all after-school programs to implement family engagement events and activities 4. Actively engage with community collaborators and incorporate programs into after-school programs. 			
Activities		Evaluation	
Implementation	Resources	Completion Target	Evidence
Milestone #1 Parent University monthly session schedule	Parent Advisor, Elisa Gonzalez and bilingual staff Family Literacy Grant	9/18/2012	Calendar
Milestone #2 Evening Courses	Parent Advisor, Elisa Gonzalez and bilingual staff Family Literacy Grant	10/1/2012	Evening class schedule
Milestone #3 After-school parent engagement events and activities	7 th period classes Parent Advisor, Elisa Gonzalez and bilingual staff Family Literacy Grant Collaborative partner programs	11/1/2012	Schedule of activities and events for parent engagement
Milestone #4 Community collaborators and engagement	Collaborative Partners	12/1/2012	Enrichment program plans, schedules and program syllabus.

Leading Principle: Literacy

Guideline: Students participate in the CAHSEE intervention program during after-school extended library hours will receive tutoring in areas needed to pass the exit exam.

Objectives:

1. Program Manager will collect student CAHSEE scores to determine needs.
2. Program Manager will meet with students case by case to offer intervention.
3. Students will receive tutoring from instructional aides in extended library hours.
4. After students test, Program Manager will collect student test scores for additional support, if needed.
5. Program Manager will calculate success rate for non-passing students.

Activities		Evaluation	
Implementation	Resources	Completion Target	Evidence
Milestone #1 Program Manager will pull test scores from DataDirector for students who have not passed the CAHSEE.	DataDirector, counselors and lead teachers	EL and non-passing students	Test scores
Milestone #2 Program Manager will meet with students who have not passed the CAHSEE to offer intervention.	Counselors, Instructional aides and lead teachers. Parents will be contacted.	EL and non-passing students	Test Scores and sign in sheets
Milestone #3 Students will meet with tutors in the library during after-school to practice the CAHSEE.	Instructional Aides, parents, lead teachers and counselors	EL and non-passing students	Tutoring schedules and library sign in
Milestone #4 After CAHSEE testing, students will receive a passing or non-passing score which Program Manager will revisit with students to determine intervention.	DataDirector, Zangle	EL and non-passing students	Test scores and sign in sheets
Milestone #5 Program Manager will collect data on success rate for passing students.		EL and non-passing students	Matrix of student's score data.

Leading Principle: STEM

Guideline: The SCCSC ASSETs program provides science, technology, engineering and mathematics (STEM) interdisciplinary activities to introduce basic principles and the engineering design process.

Objectives:

1. Students will be introduced to computer programming. Students will study the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.
2. College components will be integrated with the MESA and College Advisory classes.
3. Students will participate in the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.

Activities		Evaluation	
Implementation	Resources	Completion Target	Evidence
Milestone #1 Students will learn computer programming in the computer lab. UC, Davis programs will be installed for students to use. Students will develop an understanding of technology includes the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.	UC, Davis, computer lab E12. Clay Dagler, Wendy Jennings and Warren Schnack	MESA, College Advisory, and Special Ed students	Programs developed by students.
Milestone #2 Students will visit Saint Mary's College and CSU, East Bay to learn more about STEM in higher education.	Saint Mary's College and CSU, East Bay	MESA and College Advisory students	Reflection of college visits and college applications.
Milestone #3 Students will attend the UC, Davis annual Robotics conference to participate in building their own robots	UC, Davis	MESA and College Advisory students	Students will use patterns and relationships among quantities, numbers, and shapes.

Leading Principle: Youth Empowerment & Enrichment

Guideline:

Students participating in the Burbank ASSETs after-school program will learn Youth Development and onto Youth Leadership through academic and enrichment programs, based on their area of interest.

Objectives:

1. Students in ASB will sustain the student government 7th period with a new advisor.
2. Under new leadership, Black Leadership students will develop a program relevant to the student population.
3. Despite cultural norms Hmong Leadership students will continue to promote higher education and visit colleges.
4. New Age Latinas will recruit and retain Latinas, as well as visit colleges to promote higher education.
5. Food Justice Health Squad and Do Something Club will collaborate as one group working on the health and wellness of the school with the new Health Corp Advisor.
6. SCC students from Brown Issues will sustain this enrichment program by recruiting and retaining Burbank students for mentoring.
7. Monsterz Inc students will sustain program by working with new students and teach others dance.
8. A new teacher now oversees the Burbank Urban Garden, Mr. McClatchy will coordinate garden events and activities.

Activities		Evaluation	
Implementation	Resources	Completion Target	Evidence
Milestone #1 ASB will continue to lead student activities and events with the new advisor's guidance.	Site Administration Former advisor Program Manager Dr. Higgins	ASB	Schedule and plan of events
Milestone #2 Jody Johnson will collaborate with site administration and ASSETs to build a quality program for African American Leadership.	Site Administration Program Manager Lead Teachers	African American students	Syllabus and curriculum
Milestone #3 Hmong students struggle with cultural norms where family roots and parents' influence are very	Mr. Vang Mr. Cha UC, Riverside UC, Irvine Program Manager	Hmong Leadership students	Syllabus and curriculum, reflections from college visits.

strong, which then prevents them from learning independence. Among students will continue to learn from college students through college visits and promote a higher education culture.			
Milestone #4 Each year New Age Latinas begin the year strong with many students, but towards the second semester, students begin to drop. Ms. Villanueva will create ways to retain students in this class by doing new activities and field trips to colleges.	Ms. Villanueva Mr. Peterson Program Manager	New Age Latinas	Syllabus and curriculum
Milestone #5 With Isa Del Signore Dresser as the new Health Corp Coordinator, she will redirect Health Squad and Do Something in developing a health and wellness program for the school site.	Health Corps Do Something Health Squad American Heart Association Health Education Council	Do Something Health Squad	Food Stand Food Demos Peer Education
Milestone #6 With former SCC students transitioning out of Brown Issues and new members coming in, lead members will collaborate with Program Manager on building professional development for members and a quality program for Burbank students.	Brown Issues Mr. Peterson Program Manager Lead Teachers Students	At risk youth	Completed workshops for professional development Program plans and syllabus Sign in documents and notations
Milestone #7	Monsterz Inc.	ASSETs and	Program plans and syllabus

<p>Students who are interested in dance will work with Monsterz Inc. dance crew to develop their performing art skills and mentor peers or younger children. Students will coordinate an annual talent show for other SCUSD students.</p>	<p>Crystie Tiet Program Manager</p>	<p>Special Ed students</p>	<p>New student surveys Talent Show Mentorship</p>
<p>Under Mr. McClatchy's leadership all garden inquiries and tasks will be directed to him. He will lead the 7th period Ag Science class and collaborate with partners to sustain the garden. Students will be taught to maintain the garden as well as share their passion for access to fresh produce.</p>	<p>Mr. McClatchy Site Administration Healthy Task Force Health Corp Health Education Council ASSETs Choua Vue Former advisors</p>	<p>ASSETs and Special Ed students</p>	<p>Syllabus Service days Garden produce Food stand Food demonstrations</p>

Leading Principle: Safety

Guideline: SCCSC ASSETs ensures families and communities are involved and supported in their child's safety by providing accurate information of students' activities and schedules. Program Manager will implement safety drills for after-school and train staff on procedures.

Objectives:

1. Fall Semester safety drills
2. Spring Semester safety drills
3. Emergency Protocol implementation
4. After-school Program Early Release Policy

Activities		Evaluation	
Implementation	Resources	Completion Target	Evidence
Milestone #1 Implementation of Fall Semester safety drills	Site Administration ASSETs Mr. Hull	9/28/2012	Drill report
Milestone #2 Implementation of Spring semester safety drills	Site Administration ASSETs Mr. Hull	2/22/2013	Drill report
Milestone #3 Program Manager will meet with after-school staff monthly to review emergency protocol and professional development.	ASSETs	Monthly	Agendas and signage documents
Milestone #4 Program Manager will meet with after-school staff monthly to review early release policy and professional development.	ASSETs	Monthly	Agendas and signage documents