

**Enterprise Elementary School District  
After School Education and Safety Program  
2024-25 Annual Report**

**OVERVIEW**

Enterprise Elementary School District is the grantee for the California Department of Education After School Education & Safety (ASES) “After School Community Education” (ACE) program. Six district schools participated in 2024-25, which were originally selected because of the high level of need of the families. California Department of Education 2024-25 enrollment data showed all six schools with at least 72% of students designated “Socioeconomically Disadvantaged” during the 2024-25 school year. The table below shows the data by school.

**Table: Participating Schools 2024-25 (<http://data1.cde.ca.gov/dataquest>)**

<b>School</b>	<b>Grades</b>	<b>Total Enrollment</b>	<b>% Socioeconomically Disadvantaged</b>
Alta Mesa Elementary School	K-8	319	74.6%
Lassen View Elementary School	K-5	443	74.9%
Mistletoe Elementary School	K-8	682	71.6%
Parsons Junior High School	6-8	522	79.9%
Rother Elementary School	K-5	280	83.2%
Shasta Meadows Elementary School	K-5	320	80.3%

The ACE program provided services to students at five of the schools five days a week from approximately 2:00 p.m. until 6:00 p.m. Program services were available for Parsons Junior High School students from 2:50 p.m. until 6:00 p.m. five days per week. Program staff and collaborating agencies were located at each of the school sites.

Financial control and fund accounting for the ACE program was provided by the Enterprise Elementary School District’s established fund account system. The system provided for a clear and separate audit trail that tracks all after school program expenditures by line item and account number.

**NUTRITION REIMBURSEMENT**

Nutritional snacks were provided for students daily at each of the participating schools. Students received nutritionally approved snacks free-of-charge through the National School Fund Reimbursement program. A daily supper was also provided at Rother Elementary School through the National School Fund Reimbursement program that began in 2012-13. Cafeteria services and food service staff were provided at each school site as in-kind services.

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**STAFFING AND ADMINISTRATION**

**ACE PROGRAM COORDINATOR**

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The Program Coordinator had the primary responsibility for the project’s administration and supervision. The Program Coordinator monitored the overall project operation and evaluated the program’s effectiveness, while Site Facilitators assumed the responsibility for daily operation at each site. Site Facilitators designed activities and coordinated onsite schedules. The Program Coordinator was responsible for choosing and coordinating the curriculum for each site and also developed the training program for the after-school staff. Project Secretaries maintained attendance records for each site and assisted the Program Coordinator with administrative duties.

The Program Coordinator and Site Facilitators met twice monthly to focus on program implementation, personnel and staffing needs, and to facilitate communication between the sites and the administrative staff. Site Facilitators and their staff held bi-weekly meetings that focused on student needs, staff development, and program implementation.

**ACE SITE STAFF**

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ACE program staff provided support for the after-school program through their various roles and responsibilities. A list of ACE 2024-25 Site Staff is listed in the table below.

**ACE Staffing 2024-25**

#	Role	Site
1	Site Facilitator	Alta Mesa
5	ACE Aide	Alta Mesa
1	Site Facilitator	Lassen View
7	ACE Aide	Lassen View
1	Site Facilitator	Mistletoe
10	ACE Aide	Mistletoe
1	ACE Aide/Office Support	Mistletoe
1	Site Facilitator	Parsons
2	ACE Aide	Parsons
1	Site Facilitator	Rother
6	ACE Aide	Rother
1	Site Facilitator	Shasta Meadows
6	ACE Aide	Shasta Meadows
1	ACE Aide/Office Support	Shasta Meadows
1	ACE Director	Main Office
1	ACE Full Time Program Assistant	Main Office
1	ACE Clerk	Main Office

**STAFF PROFESSIONAL DEVELOPMENT**

ACE staff participated in a variety of professional development activities during the 2024-25 project year. Professional development activities were selected to provide ACE staff with the

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background and training to better serve children and their families. Each staff member received a minimum of three days of job shadowing, two days with a staff mentor, and one day with the site facilitator. The staff was assessed on their needs and then professional development was provided throughout the year. The ACE program provided staff development during the school year. ACE began focusing on “Active and Engaged Learning” in 2015-16 school year, added “Quality Staff,” “Safe and Supportive Environment,” and “Skill Building” in 2016-17. The professional development focus areas were determined by analyzing data from stakeholder groups.

**STAFF PROFESSIONAL DEVELOPMENT TRAINING 2024-25**

<b>Training</b>	<b>Date</b>
ACE Wellness Policy CATCH PE	August 13, 2024
CATCH PE training with students	August 29, 2024
CATCH PE led by Kaitlyn Jerrett to support sub staff	September 9, 2024
Quality Standards in Afterschool Programs	September 13, 2024
Quality Standards in Afterschool Programs	October 7, 2024
LEGO kits training	October 22, 2024
Hands on Lab: Water Presented by Region 2 STEAM Hub initiative @ Turtle Bay Museum	October 24, 2024
Restorative Justice / Team Building	November 1, 2024
CATCH PE Class	November 8, 2024
Team Building Session 2	November 14, 2024
Team Building Session 3	December 5, 2024
Restorative Justice #2	January 6, 2025
Developing Afterschool Leadership 1.0	February 1, 2025
Remix Conference	February 1, 2025
CAN Site Coordinator Symposium	February 7-8, 2025
Quality Standards in Afterschool and Safe & Active Supervision	February 20, 2025
Developing Afterschool Leadership 2.0	March 5-26, 2025
Quality Standards in Afterschool	March 6, 2025
Quality Standards in Afterschool	March 7, 2025
LEGO Stem Kit Training	March 25, 2025
Safe and Active Supervision	March 27, 2025
CATCH PE Class	April 3, 2025

**STAFF TRAINING RESOURCE MATERIALS**

A training manual has been developed to facilitate smooth transition of staff into their assigned roles in the ACE program. The following subjects were covered during the orientation training process:

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- Personnel Guidelines
- Paperwork
- Interactions with School Staff
- Classroom Management
- Interactions with Students
- School Procedures and District Information
- ACE Site Procedures and Information
- Ongoing professional development addresses standards for After School programs
- Miscellaneous Information

**STAFF RETENTION**

Staff retention was an ongoing priority for the ACE program to help maintain a cohesive program beneficial to the children served. Staff retention was contingent upon a pool of available college students. Turnover often can be attributed to students graduating from local colleges and leaving the area to pursue career opportunities.

**PROGRAM ACTIVITIES**

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The ACE program consistently strives to provide children and youth with a wide variety of activities designed to expand their experiences and to raise their levels of interest, exposure and participation. ACE staff work with collaborators to provide a menu of activities. The following are representative samples of the activities available to the students at the six ACE sites in 2024-25.

- **Sports:** CATCH (Physical Recreation), track, soccer, basketball, softball, flag football, yoga.
- **Field Trips:** Viking Skate Country, Dutch Bros., Dairy Queen,
- **Cultural Activities:** Mardi Gras Celebration, Cinco de Mayo, Día de los Muertos, Chinese New Year, and different foods from around the world.
- **Art Activities:** Art club, Spin art, paving stones, wall art posters, Mardi Gras masks, Christmas and other holiday decorations, making school banners and other decorations, painting, pottery, chalk art, candle making, and beading.
- **Music and Drama:** Classical music during homework time, hip hop dance
- **Other Activities:** gardening, LEGO STEM, Anti-bullying presentations, Hero Days, Sports Club, Cooking Club, Craft Club, Fun Fridays, Community Service Projects, theme days, nutrition classes, educational and recreational games, computer lab, carnivals, and Reading Buddies.

**PROGRAM INTEGRATION**

The ACE program was integrated into the regular school program with a concerted effort to identify “at-risk of retention” students and encourage them to become involved in the program. For those students who met district remediation criteria, the district implemented low-ratio remedial tutoring. Students with Student Study Team interventions were encouraged to attend the after-school program in order to increase their academic abilities through tutoring. Students

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from Simpson University, a private four-year university in Redding, and local high school students worked with many at-risk students in one-on-one tutoring sessions through the America Reads Program at Alta Mesa, Lassen View, Mistletoe, Shasta Meadows and Rother elementary schools. Most of the America Reads tutors worked with students a minimum of two times per week. Several pre-service teachers from Simpson University provided ESL tutoring for ACE students and provided approximately ten hours of tutoring. AmeriCorps volunteers worked with students on a daily basis.

**COLLABORATIVE PARTNERS**

The Enterprise Youth Collaborative continued to play an important and integral part in the ACE program. County agencies, faith-based organizations, nonprofit organizations, educational institutions, and service agencies provided collaborative services and support for the ACE program. The following table lists the collaborative partners and the services they provided to the program in 2024-25.

**ENTERPRISE ELEMENTARY SCHOOL DISTRICT YOUTH COLLABORATIVE PARTNERS 2024-25**

<u>AGENCY</u>	Services Provided
Alta Mesa Elementary School	Facilities, Custodial, Cafeteria
Lassen View Elementary School	Facilities, Custodial, Cafeteria
Mistletoe Elementary School	Facilities, Custodial, Cafeteria
Parsons Junior High School	Facilities, Custodial, Cafeteria
Redding Police Department	Police Officer available for the district
Rother Elementary School	Facilities, Custodial, Cafeteria
Shasta County Early Childhood Services	Cal Works Referrals and Screening, Voluntary Training Opportunities
Shasta County Office of Education Nutrition Program	Supper Program at Rother Elementary
Shasta Meadows Elementary School	Facilities, Custodial, Cafeteria
We Care A Lot Foundation	Anti-Bullying, Disability and Diversity Awareness
Northern Valley Catholic Social Services	CATCH PE Program, training, materials and equipment
Sportzonomics	Life skills development through sports activities
Tehilliyim Tree Creative - Fred Vassallo, Director	Dance Skills targeting Multiple Intelligences
Enterprise Elementary School District	Student snacks for snack component

Sharing of information and resources between the ACE program and the collaborative members has been an essential part of the program’s success. A collaborative meeting is usually held annually in the Spring to provide an opportunity for attendees to share about their contributions, acquire information about the year’s activities, and hear about the impact of their work on the

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after-school program. A collaborative meeting did not take place Spring 2025 due to changes in the ACE Director role. The new ACE Director plans to reconnect ACE with local partners.

**GOALS AND OUTCOMES**

ACE program goals are derived from the 2014 “Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality.” The goals are measured through annual feedback surveys from students in grades 2-8, their teachers, ACE Staff, parents, and site Administrators.

The survey instruments were designed to help measure the level of effectiveness for the 12 Quality Standards for Expanded Learning. A matrix was developed to identify how each survey question is aligned to a specific quality standard. The table below displays the number of survey questions aligned to each quality standard.

<b># Survey Questions</b>	<b>Quality Standards for Expanded Learning Programs</b>
10	Safe and Supportive Environment
19	Active and Engaged Learning
18	Skill Building
2	Youth Voice and Leadership
7	Healthy Choices and Behaviors
3	Diversity, Access and Equity
13	Quality Staff
3	Clear Vision, Mission and Purpose
9	Collaborative Partnerships
3	Continuous Quality Improvement
8	Program Management
3	Sustainability

**OUTCOME STATEMENTS**

The ACE Outcome Statements describe the level of achievement for each of the CDE expanded learning quality standards. The level of achievement was derived from annual feedback surveys administered to student, parents, classroom teachers, ACE staff, and site principals.

SAFE AND SUPPORTIVE ENVIRONMENT

Outcome data from students, parents, classroom teachers, and site principals showed agreement from 86% to 100% on all of the prompts related to this standard; thereby, strongly affirming that the ACE program provided a safe and nurturing environment that supported the developmental, social-emotional and physical needs of all students.

ACTIVE AND ENGAGED LEARNING

Outcome data from ACE staff, parents, classroom teachers, and site principals showed agreement from 70% to 99% on all of the prompts related to this standard; thereby, strongly

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affirming that the ACE program design and activities reflected active, meaningful and engaging learning methods that promoted collaboration and expanded student horizons.

SKILL BUILDING

Outcome data from students, parents, classroom teachers, and site principals showed agreement from 58% to 100% on all of the prompts related to this standard; thereby, affirming the ACE program maintained high expectations for all students, intentionally linked program goals and curricula with 21st-century skills and provided activities to help students achieve mastery.

YOUTH VOICE AND LEADERSHIP

Outcome data from 6<sup>th</sup>-8<sup>th</sup> grade students' perspective showed that the ACE program can be more intentional about providing and supporting intentional opportunities for students to play a meaningful role in program design and implementation, and provide ongoing access to authentic leadership roles.

HEALTHY CHOICES AND BEHAVIORS

Outcome data from students, ACE staff, parents, classroom teachers, and site principals showed agreement from 57% to 88% on all of the prompts related to this standard; thereby, affirming the ACE program promoted student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supported a healthy life style.

DIVERSITY, ACCESS AND EQUITY

Outcome data from parents, classroom teachers, and site principals showed agreement from 71% to 99% on all of the prompts related to this standard; thereby, strongly affirming that the ACE program created an environment beneficial to EL students.

QUALITY STAFF

Outcome data from students, parents, classroom teachers, and site principals showed agreement from 71% to 100% on all of the prompts related to this standard; thereby, strongly affirming that the ACE program recruited and retained high quality staff and volunteers who focused on creating a positive learning environment, and provided ongoing professional development based on assessed staff needs.

CLEAR VISION, MISSION AND PURPOSE

Outcome data from ACE staff, classroom teachers, and site principals showed agreement from 64% to 100% on all of the prompts related to this standard; thereby, affirming that the ACE program had a clearly defined vision, mission, goals, and purpose.

COLLABORATIVE PARTNERSHIPS

Outcome data from ACE staff and classroom teachers showed agreement from 30% to 90% on all of the prompts related to this standard; thereby, generally affirming that the ACE program intentionally supported collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals.

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CONTINUOUS QUALITY IMPROVEMENT

Outcome data from ACE staff and site principals showed agreement from 61% to 100% on all of the prompts related to this standard; thereby, strongly affirming that the ACE program used data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.

PROGRAM MANAGEMENT

Outcome data from parents, classroom teachers, and site principals showed agreement from 30% to 100% on all of the prompts related to this standard; thereby, generally affirming that the ACE program had sound fiscal and administrative practices supported by well-defined and documented policies and procedures that met grant requirements.

SUSTAINABILITY

No outcome data was collected regarding Sustainability; however, ACE leadership will strive to improve partnerships within the community to secure commitments for in-kind and monetary contributions.

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**OUTCOME DATA**

**Student ACE Attendance**

There were 556 student records with ACE after school attendance information for the 2024-2025 school year. However, two of the 556 were duplicate SSIDs that listed ACE after school programming attendance at two different schools. The range of days attended was from 2 to 180 days. The average number of days attended was 127.

**Student ACE Attendance by Site and by Grade Level**

Site	Grade Level										Total
	Pre-k	K	1	2	3	4	5	6	7	8	
Alta Mesa	6	14	11	17	13	11	11	0	0	0	<b>83</b>
Lassen View	7	14	14	21	14	13	12	0	0	0	<b>95</b>
Mistletoe	13	24	21	19	18	21	18	8	0	0	<b>142</b>
Parsons	0	0	0	0	0	0	0	30	11	6	<b>47</b>
Rother	7	13	20	15	13	12	13	0	0	0	<b>93</b>
Shasta Meadows	4	15	13	18	18	14	14	0	0	0	<b>96</b>
<b>Total</b>	<b>37</b>	<b>80</b>	<b>79</b>	<b>90</b>	<b>76</b>	<b>71</b>	<b>68</b>	<b>38</b>	<b>11</b>	<b>6</b>	<b>556</b>

**Feedback Surveys**

Feedback survey prompts were aligned to CDE Expanded Learning Standards. Survey results were analyzed to identify responses with the highest and with the lowest percent from each survey to both affirm a potential area of strength and to highlight a potential area needing improvement. The results are grouped by survey type and described below.

**STUDENT SURVEY BY GRADE LEVEL**

The highest percent of student affirmative responses (97%) for grade 2 was for the prompt, *“There is an adult at ACE that I can talk to if I have a problem”*. The lowest percent of affirmative student responses (67%) for grade 2 was for the prompt, *“My family checks my homework to help make sure it gets done”*.

The highest percent of student affirmative responses (89%) for grade 3 was for the prompt, *“There is an adult at ACE that I can talk to if I have a problem”*. The lowest percent of affirmative student responses (54%) for grade 3 was for the prompt, *“My family checks my homework to help make sure it gets done”*.

The highest percent of student affirmative responses (93%) for grade 4 was for the prompt, *“The after-school program is a safe place for students”*. The lowest percent of affirmative student responses (49%) for grade 4 was for the prompt, *“The after-school program helps me become a better student”*.

The highest percent of student affirmative responses (95%) for grade 5 was for the prompt, *“There is an adult at ACE that I can talk to if I have a problem”*. The lowest percent of affirmative student responses (44%) for grade 5 were for the prompt, *“My family checks my homework to help make sure it gets done”*.

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The highest percent of affirmative student responses (95%) for grade 6 was for the prompt, *“The after-school program is a safe place for students”*. The lowest percent of affirmative student responses (55%) for grade 6 was for the prompt, *“I am learning, or have learned, to be a better listener in the after-school program”*.

The highest percent of affirmative student responses (100%) for grade 7 were for the prompts, *“The after school program is a safe place for students”*, *“The ACE teachers help me get my homework completed”*, *“There is an adult at ACE that I can talk to if I have a problem.”* The lowest percent of affirmative student responses (50%) for grade 7 were for the prompts, *“My family checks my homework and helps me with it when I need help”* and *“I am learning leadership skills in ACE”*.

The highest percent of affirmative student responses (67%) for grade 8 were for the prompts, *“The afterschool program is a safe place for students”*, *“The ACE teachers help me get my homework completed”*, *“I am learning, or have learned to be a valuable member of a group in the after-school program”*, *“The after school program is helping me, or has helped me, become a better student”* and *“There is an adult at ACE that I can talk to if I have a problem.”* The lowest percent of affirmative student responses (33%) for grade 8 were for the prompts, *“My family checks my homework and helps me with it when I need help”*, *“I do group projects in after school program that include art, science, technology and math”*, *“I am learning, or have learned, to be a better listener in the after-school program”*, and *“I am learning leadership skills in ACE”*.

**TEACHER SURVEY**

The most agreement was found in responses for the prompt, *“Overall, the ACE Program is a benefit to our students and families”*. 96% of respondents rated these questions as “Strongly Agree” or “Agree”. The most disagreement was found in responses for the prompt, *“ACE staff hold collaborative meetings with teachers to discuss impact, highlights, and areas of growth”*. Only 30% of teachers indicated they “Agreed” or “Strongly Agreed” with this question.

**PARENT SURVEY**

The highest percent of parent affirmative responses (100%) was for, *“I am satisfied with the program’s hours of operation”*, *“The ACE rules and policies have been clearly communicated to me and I understand the payment, pick-up and attendance policies”*, *“The ACE staff maintains open communication with me about program activities”*. ACE staff recognize and acknowledge me when I pick up my child from ACE”. The lowest percent of affirmative parent responses (88%) was for, *“The ACE program helps my child have a good attitude about school”*.

**PRINCIPAL SURVEY**

The highest percent of affirmative principal responses (100%) were for the prompts *“ACE has a clear vision, mission and purpose”*, *“There is clear, ongoing communication between the Site Facilitator and the Site Principal”*, *“Adequate supervision is being provided for ACE program students”* and *“The ACE program is an integral part of our school community”*. The lowest

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percent of affirmative principal responses (43%) was for the prompt *“There is clear, ongoing communication between the Site Facilitator and the Site Principal”*.

**STAFF SURVEY**

The highest percent of affirmative staff responses (100%) was for, *“ACE staff develop learning goals for each activity and communicate these goals to students.”* and *“I have open communication with my Site Facilitator”*. The lowest percent of affirmative staff responses (61%) was for, *“I have open communication with the Project Director”*.

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**Appendix A: Compiled Survey Results**

The ACE 2025 feedback survey results are compiled in the section below by survey. Open-ended responses for each survey were provided in separate individual school site reports.

**STUDENT SURVEY**

In Spring 2025, the ACE program surveyed 223 students out of 554 who attended at least one day in the extended learning program for a survey response rate of 40.6%.

**Survey Response Frequency by Site and by Grade Level**

Site	Grade Level							Total
	2	3	4	5	6	7	8	
Alta Mesa	15	12	10	9	0	0	0	46
Lassen View	17	10	10	11	0	0	0	48
Mistletoe	6	3	9	9	3	0	0	30
Parsons	0	0	0	0	17	8	3	28
Rother	10	9	8	4	0	0	0	31
Shasta Meadows	13	11	8	8	0	0	0	40
<b>Total</b>	<b>61</b>	<b>45</b>	<b>45</b>	<b>41</b>	<b>20</b>	<b>8</b>	<b>3</b>	<b>223</b>

Separate forms were administered to 106 students in grade 2-3, 86 students in grade 4-5, and 31 students in grade 6-8. The grade 2-3 and grade 4-5 instruments used Likert-type scales of “Yes,” “No,” and “I don’t know,” and the grade 6 through 8 used Likert-type scales of “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly Disagree.”

There were 6 similar statements used across all student surveys that are shown in the table below along with the overall percent of students who responded affirmatively.

Statement	Percent
ACE is a safe place for students.	91%
ACE teachers help with homework.	85%
I am learning to be a better listener in ACE.	95%
I am learning to be a helpful member of a group in ACE.	82%
ACE helps me become a better student.	73%
There is an adult at ACE that I can talk to if I have a problem.	91%

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**Appendix A: Compiled Survey Results**

The following tables provide overall student survey results.

**Grade 2 of Students Who Responded “Yes” (n=61)**

Survey Prompt	Alta Mesa	Lassen View	Mistletoe	Rother	Shasta Meadows
Q1. The after-school program is a safe place for students.	100%	88%	100%	80%	100%
Q2. The ACE teachers help me learn new things	100%	88%	100%	60%	92%
Q3. My ACE teachers help me with my homework.	87%	94%	83%	80%	100%
Q4. I get to do art, science, and math in the after-school program.	87%	94%	67%	70%	69%
Q5. I am learning to be a better listener in the after-school program.	87%	59%	100%	70%	77%
Q6. I am learning to be a helpful member of a group in the after-school program	100%	76%	100%	100%	77%
Q7. The after-school program helps me become a better student.	93%	65%	100%	60%	85%
Q8. My family checks my homework to help make sure it gets done.	60%	71%	83%	40%	85%
Q9. There is an adult at ACE that I can talk to if I have a problem.	100%	100%	100%	80%	100%

**Grade 3 of Students Who Responded “Yes” (n=45)**

Survey Prompt	Alta Mesa	Lassen View	Mistletoe	Rother	Shasta Meadows
Q1. The after-school program is a safe place for students.	100%	80%	67%	67%	91%
Q2. The ACE teachers help me learn new things	92%	70%	67%	78%	100%
Q3. My ACE teachers help me with my homework.	92%	70%	33%	100%	91%
Q4. I get to do art, science, and math in the after-school program.	75%	100%	0%	56%	100%
Q5. I am learning to be a better listener in the after-school program.	92%	60%	67%	67%	91%
Q6. I am learning to be a helpful member of a group in the after-school program	92%	70%	33%	78%	100%
Q7. The after-school program helps me become a better student.	100%	60%	67%	67%	91%
Q8. My family checks my homework to help make sure it gets done.	50%	70%	33%	56%	64%
Q9. There is an adult at ACE that I can talk to if I have a problem.	100%	80%	100%	89%	100%

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**Appendix A: Compiled Survey Results**

**My favorite part of ACE is... (select all that apply)**

Activity	#
Doing homework	35
Computers	54
P.E. and sports	56
The snacks	58
Art projects	59
Science projects	41
The teachers	52
Reading	49
Being with friends	78
Time to play	73
Lego Kits	40

**Other:**

- Making tiny stores for paper food (free)
- Playing on the playground
- Arichment, movie/movie day
- Fun Fridays (3)
- Skip rope
- The treats on Friday
- Watching a movie
- Doing races for pe
- Having fun
- None of the above
- Playground
- Field trips

**Grade 4 of Students Who Responded “Yes” (n=45)**

Survey Prompt	Alta Mesa	Lassen View	Mistletoe	Rother	Shasta Meadows
Q1. The after-school program is a safe place for students.	70%	100%	100%	100%	100%
Q2. The ACE teachers help me learn new things.	50%	90%	67%	63%	50%
Q3. The ACE teachers help me with my homework.	80%	70%	78%	75%	100%
Q4. I do group projects in the after school program that include art, science, technology, and math.	60%	90%	89%	75%	25%
Q5. I am learning, or have learned, to be a better listener in the after-school program.	60%	60%	67%	88%	88%
Q6. I am learning, or have learned, to be a helpful member of a group in the after-school program.	60%	90%	67%	88%	63%
Q7. The after-school program is helping me, or has helped me, become a better student.	20%	50%	67%	63%	50%
Q8. My family checks my homework to help make sure it gets done.	40%	50%	67%	63%	38%
Q9. There is an adult at ACE that I can talk to if I have a problem.	80%	90%	89%	100%	75%

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**Appendix A: Compiled Survey Results**

**Grade 5 of Students Who Responded “Yes” (n=41)**

Survey Prompt	Alta Mesa	Lassen View	Mistletoe	Rother	Shasta Meadows
Q1. The after-school program is a safe place for students.	89%	100%	100%	75%	75%
Q2. The ACE teachers help me learn new things.	44%	82%	89%	50%	50%
Q3. The ACE teachers help me with my homework.	89%	82%	89%	50%	75%
Q4. I do group projects in the after school program that include art, science, technology, and math.	33%	91%	56%	75%	63%
Q5. I am learning, or have learned, to be a better listener in the after-school program.	78%	45%	56%	0%	25%
Q6. I am learning, or have learned, to be a helpful member of a group in the after-school program.	78%	100%	78%	100%	63%
Q7. The after-school program is helping me, or has helped me, become a better student.	89%	82%	78%	50%	63%
Q8. My family checks my homework to help make sure it gets done.	11%	55%	67%	100%	13%
Q9. There is an adult at ACE that I can talk to if I have a problem.	100%	91%	100%	75%	100%

**Grade 6 of Students Who Responded “Strongly Agree” and “Agree” (n=20)**

Survey Prompt	Mistletoe	Parsons
Q1. The after-school program is a safe place for students.	100%	94%
Q2. The ACE teachers help me get my homework completed.	100%	88%
Q3. My family checks my homework and helps me with it when I need help.	100%	76%
Q4. I do group projects in the after school program that include art, science, technology, and math.	67%	71%
Q5. I am learning, or have learned, to be a better listener in the after-school program.	100%	47%
Q6. I am learning, or have learned, to be a valuable member of a group in the after-school program.	100%	76%
Q7. The after-school program is helping me, or has helped me, become a better student.	100%	88%
Q8. I am learning leadership skills in ACE.	100%	59%
Q9. There is an adult at ACE that I can talk to if I have a problem.	100%	71%

**Grade 7 of Students Who Responded “Strongly Agree” and “Agree” (n=8)**

Survey Prompt	Parsons
Q1. The after-school program is a safe place for students.	100%
Q2. The ACE teachers help me get my homework completed.	100%
Q3. My family checks my homework and helps me with it when I need help.	50%
Q4. I do group projects in the after school program that include art, science, technology, and math.	63%
Q5. I am learning, or have learned, to be a better listener in the after-school program.	88%
Q6. I am learning, or have learned, to be a valuable member of a group in the after-school program.	88%
Q7. The after-school program is helping me, or has helped me, become a better student.	88%
Q8. I am learning leadership skills in ACE.	50%
Q9. There is an adult at ACE that I can talk to if I have a problem.	100%

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**Appendix A: Compiled Survey Results**

**Grade 8 of Students Who Responded “Strongly Agree” and “Agree” (n=3)**

Survey Prompt	Parsons
Q1. The after-school program is a safe place for students.	67%
Q2. The ACE teachers help me get my homework completed.	67%
Q3. My family checks my homework and helps me with it when I need help.	33%
Q4. I do group projects in after the school program that include art, science, technology, and math.	33%
Q5. I am learning, or have learned, to be a better listener in the after-school program.	33%
Q6. I am learning, or have learned, to be a valuable member of a group in the after-school program.	67%
Q7. The after-school program is helping me, or has helped me, become a better student.	67%
Q8. I am learning leadership skills in ACE.	33%
Q9. There is an adult at ACE that I can talk to if I have a problem.	67%

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**Appendix A: Compiled Survey Results**

**TEACHER SURVEY**

Teachers from all six sites participated in the Spring 2025 online survey. The instrument used Likert-type scales of Strongly Agree, Agree, Disagree, Strongly Disagree, and No Opinion. A total of 53 surveys were submitted. The results are in the tables below.

**Teacher Survey Responses by Site**

Site	# of Responses
Alta Mesa	9
Lassen View	7
Mistletoe	7
Parsons	7
Rother	8
Shasta Meadows	15
<b>Total</b>	<b>53</b>

**Teacher Survey Results (n=53)**

Survey Prompt	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Q1. The ACE Program’s tutoring and academic intervention has helped my students improve their schoolwork.	15%	47%	8%	6%	25%
Q2. The ACE Program’s tutoring and academic intervention helps my students complete their homework.	34%	38%	6%	6%	17%
Q3. I share resources with ACE staff to help them align after school academics with my class curriculum.	17%	53%	13%	6%	11%
Q4. The ACE Program ensures communication with regular day teachers through conversations, e-mails and/or correspondence.	28%	49%	15%	4%	4%
Q5. The ACE Program can be beneficial to EL students.	30%	49%	6%	2%	13%
Q6. Students develop new interests and skills in the ACE Program.	30%	42%	4%	4%	21%
Q7. The ACE Program reinforces positive behavior.	40%	36%	4%	6%	15%
Q8. The ACE Program provides a safe place for students after school.	62%	30%	4%	2%	2%
Q9. Overall, the ACE Program is a benefit to our students and families.	66%	30%	0%	0%	4%
Q10. ACE has a clear vision, mission and purpose.	30%	34%	4%	2%	30%
Q11. ACE staff hold collaborative meetings with teachers to discuss impact, highlights and areas of growth.	11%	19%	32%	13%	25%

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**Appendix A: Compiled Survey Results**

**PARENT SURVEY**

Parents of students participating in ACE had the opportunity to complete a year-end survey in Spring 2025. The instrument consisted of fourteen prompts that used a Likert-type scale of Strongly Agree, Agree, Disagree, Neutral, Disagree and Strongly Disagree.

**Parent Survey Responses by Site**

Site	# of Responses
Alta Mesa	16
Lassen View	14
Mistletoe	21
Parsons	6
Rother	8
Shasta Meadows	13
<b>Total</b>	<b>78</b>

**Parent Survey Results (n=78)**

Survey Prompt	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Q1. My child likes to attend the ACE Program.	86%	13%	1%	0%	0%
Q2. My child's friends are in ACE.	69%	27%	4%	0%	0%
Q3. The ACE Program is a safe place for my child.	86%	13%	1%	0%	0%
Q4. I am satisfied with the instruction and activities provided to my child by the ACE staff.	85%	14%	1%	0%	0%
Q5. I am satisfied with the program's hours of operation.	94%	6%	0%	0%	0%
Q6. The ACE rules and policies have been clearly communicated to me and I understand the payment, pick-up and attendance policies.	88%	12%	0%	0%	0%
Q7. The ACE staff maintains open communication with me about program activities.	88%	12%	0%	0%	0%
Q8. There is adequate supervision provided in ACE.	83%	10%	6%	0%	0%
Q9. My child has access to quality materials and curriculum related resources in ACE.	82%	17%	1%	0%	0%
Q10. The ACE staff communicates my child's successes and academic needs to me.	76%	14%	8%	3%	0%
Q11. ACE staff recognize and acknowledge me when I pick up my child from ACE.	92%	8%	0%	0%	0%
Q12. My child is completing more assignments since participating in ACE.	77%	14%	5%	1%	3%
Q13. Homework Time helps my child succeed academically.	81%	13%	4%	1%	1%
Q14. The ACE program helps my child have a good attitude about school.	73%	15%	10%	1%	0%

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The parent survey also asked, “My child is in ACE because of (mark all that apply).” Child Care had the most frequent response rate at 96% across all sites and Field Trips had the lowest at 27%. The results are shown in the table below.

**Parent Survey Results (n=78)**

<b>Survey Prompt</b>	<b>Alta Mesa</b>	<b>Lassen View</b>	<b>Mistletoe</b>	<b>Parsons</b>	<b>Rother</b>	<b>Shasta Meadows</b>
Homework Assistance	10	10	13	5	5	9
Dance and/or Music	6	7	7	2	3	3
Child Care	16	14	20	4	8	13
Arts and Crafts	5	7	7	2	4	3
Field Trips	3	8	3	2	4	1
Sports	2	6	5	3	4	2

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**Appendix A: Compiled Survey Results**

**PRINCIPAL SURVEY**

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The principal survey had nine prompts. Results are show in the table below.

**Principal Survey Responses by Site**

Site	# of Responses
Alta Mesa	1
Lassen View	1
Mistletoe	1
Parsons	1
Rother	1
Shasta Meadows	2
<b>Total</b>	<b>7</b>

**Principal Survey Results (n=7)**

Survey Prompt	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Q1. ACE has a clear vision, mission and purpose.	14%	86%	0%	0%	0%
Q2. There is clear, ongoing communication between the Program Director and the Site Principal.	14%	29%	43%	0%	14%
Q3. There is clear, ongoing communication between the Site Facilitator and the Site Principal.	43%	57%	0%	0%	0%
Q4. The ACE program provides a variety of activities that expand and enrich the education of all ACE students.	29%	43%	29%	0%	0%
Q5. ACE students demonstrate academic improvement and personal growth that can be attributed to the ACE program.	0%	57%	29%	0%	14%
Q6. The ACE Site Facilitator addresses after school problems that arise at my site.	71%	14%	14%	0%	0%
Q7. Adequate supervision is being provided for ACE program students.	29%	71%	0%	0%	0%
Q8. The ACE program is an integral part of our school community.	86%	14%	0%	0%	0%
Q9. The ACE Facilitator meets regularly with me to maintain communication regarding the ACE program and its connection to the school culture.	57%	14%	14%	0%	14%

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**Appendix A: Compiled Survey Results**

**STAFF SURVEY**

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The surveys were designed with prompts aligned with the California Department of Education’s California AfterSchool Network (CAN) September 2014 document “Quality Standards for Expanded Learning in California: *Creating and Implementing a Shared Vision of Quality.*” The frequency of survey prompts aligned to specific standards are shown in the following table.

Ace Site Staff were provided the opportunity to complete an anonymous end-of-year online survey in Spring 2025. The survey contained prompts related to training, staff development, available resources, communication, program strengths, and suggestions for improvement. The prompts were a combination of a Likert-type scale of Strongly Agree to Strongly Disagree, of Highly Successful to Not Successful, and with open-ended queries.

The results are provided in tables on the following pages. Open-ended responses were provided in individual school site reports.

**Staff Survey Responses by Site**

Site	# of Responses
Alta Mesa	4
Lassen View	2
Mistletoe	2
Parsons	3
Rother	4
Shasta Meadows	3
<b>Total</b>	<b>18</b>

***“Please indicate which of these programs you are utilizing with your ACE class that were part of our professional development this year? Select all that apply.” (N=18)***

Survey Prompt (n=18)	%
CATCH PE	89%
LEGO Stem Kits	56%
Write Brain	28%
Websites: education.com/scholastic.com	39%

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***“Please order the 12 California After School Standards listed below to reflect what you think should be the focus for ACE professional development next year. Make your highest priority #1 and your lowest priority #12.”***

The table below shows the California After School Standards listed in top-to-bottom order of preferred focus for ACE professional development next year.

<b>After School Standards</b>
Safe and supportive environment
Active and engaged learning
Quality staff
Healthy choices and behaviors
Clear vision, mission and purpose
Skill building
Youth voice and leadership
Program management
Continuous quality improvement
Diversity, access and equity
Collaborative partnerships
Sustainability

***“How successful were you in implementing a Social Contract at your site this year?”***

<b>Highly Successful</b>	<b>Mostly Successful</b>	<b>Neutral</b>	<b>Somewhat Successful</b>	<b>Not Successful</b>
39%	28%	22%	6%	6%

***“How successful were you in implementing thematic units of instruction at your site this year?”***

<b>Highly Successful</b>	<b>Mostly Successful</b>	<b>Neutral</b>	<b>Somewhat Successful</b>	<b>Not Successful</b>
33%	39%	22%	6%	0%

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**Appendix A: Compiled Survey Results**

*Please select a response for each statement.*

Survey Prompt	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Q1. ACE helps students develop leadership skills.	56%	39%	6%	0%	0%
Q2. ACE staff develop learning goals for each activity and communicate these goals to students.	61%	39%	0%	0%	0%
Q3. I have open communication with my Site Facilitator.	83%	17%	0%	0%	0%
Q4. I have open communication with the Project Director.	44%	17%	11%	6%	22%
Q5. ACE staff helps students make links between the activity and their lives outside of the program.	50%	33%	17%	0%	0%
Q6. ACE staff engage, communicate, and connect parents to information and services available to them within the community and school.	61%	33%	6%	0%	0%
Q7. ACE has a clear vision, mission and purpose.	61%	33%	6%	0%	0%